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In TRAINING *for* HEALTH

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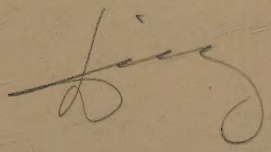

MALDEN HEALTH SERIES

IN TRAINING FOR HEALTH

BY

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PREFACE

This book, like the others in the same series, is the outgrowth of experimentation in methods of health education. It has been developed from classroom situations in experimental teaching with fourth-grade children.

The children who use this book will have had a health-training program in the earlier grades designed to help them establish a limited number of the more important health habits. This book presents some new features to the child. It is likely to be his first health textbook and it presents a new approach in suggesting that the child may assume more responsibility in working out the detailed practices of health. The analogy of training for sport is used to interest the class in going into training for health and in working out a detailed list of those practices which are involved in such a training program. Children in many of our classes have enjoyed deciding upon the training rules and keeping notebooks in which these rules are recorded. Such a book gives opportunity for the development of a health vocabulary and a means of experiencing many health activities.

The knowledge requirements at this grade-level are limited. The child's progress is primarily in terms of activity and health training. The teacher usually finds it worth while to take an appreciable amount of time in considering each of the various habits. By class discussion and reports, she will discover the present status of health practices and the habits which need reënforcement. She will probably wish to use several exercises in discussion of activities centering about the rules presented in each chapter. In order to meet the needs of her pupils, she may prefer to use the chapters in an order other than that presented. The children become interested in discussing health practices, and their ideas become clarified and organized in so doing. This book serves as a guide and stimulus for the health-training and the activity program.

The child's interest in gaining weight each month aids him in developing health practices and measures for him in some degree the success which he is attaining. He comes to feel that his health progress is not measured so much by a perfect paper record of health practices as by growth and by success on the playground and in the classroom.

This book is based on a program which is positive rather than negative. The responsibility for developing sound practices is turned over to the individual pupil so far as is practicable. Children are commended for their efforts and successes rather than denounced for their failures. Care is taken not to hold

the child responsible for conditions over which he has no control. Recognition is given to the readiness with which children are guided by the judgment of the teacher and the class group.

Conduct and attitude are regarded as more important than knowledge at this age-level. Without direct reference to this problem in the text, we have sought to plan a program which develops right mental attitudes. We hope that both teacher and pupil will regard health as a means of enriching life, not as an end in itself. It is not difficult to make health interesting and enjoyable as a school subject. In this program we find opportunity to train children to rest, to achieve success, to express themselves, to take effective action when necessary, to develop normal social relationships, and to make the school a friendly, happy, and optimistic place. By keeping these principles in mind, a great contribution is made to the mental health of the child.

The authors wish to express their thanks and appreciation to those who have assisted them. The School Departments of Malden and Cambridge, Massachusetts, have provided opportunities for practice teaching in the development of this material. The following persons have read the manuscript and contributed helpful suggestions: Miss Georgie B. Collins, Director of Health Education, Malden, Massachusetts; Miss Olga Anderson, Physical Education Department, University of Wisconsin, and Miss Sallie Pinckney, Bureau of Publications,

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C. E. T.
J. M. P.

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IN TRAINING FOR HEALTH

I

PLAYERS IN TRAINING

It was the week after school had opened. The principal of Marsh School came to the fourth-grade room to tell the children and teacher about the plans for Sports Day, which would be held in the spring. This is what the principal said:

"Sports Day is a day when all the classes play games together for fun. The children are divided into two teams. Each team tries to win in four different ways. The things that will count in the score are:

1. The number of games won by each team.
2. The number of children on each team who take part in each of the different sports and games.
3. The skill they use in the plays and games.
4. The conduct and sportsmanship shown by the two teams.

"These four points help to decide the winning team. Remember that your practice all through the year, and particularly your health habits, will help you win on Sports Day. I hope that the fourth grade will do its share in making Sports Day a success."

After the principal went out, the children wanted to talk more about Sports Day. They asked their teacher if they could begin to make plans for it very soon. The teacher agreed that it would be well to begin at once, because she knew that it would take much practice to get the class so trained that it could make a good score in those four ways.

Then the question arose, "How can we get ready for Sports Day?" Two of the boys and one of the girls had older brothers who were athletes in high school or college. They told the class how their brothers trained every day for baseball and football. Perhaps some one in your class knows an athlete who is in training and can tell what athletic training is like.

Every one in the class agreed that two

things are always done in training for sports. The athlete follows the training rules given by the coach. He also practices the plays of the game over and over until he knows just how each play is carried out and until he can do his part perfectly.

As the class discussed the plan of going into training for Sports Day, the teacher made a blackboard list of the things which they thought *training* meant. Here is the list which the pupils suggested:

1. An athlete in training is coached.
2. He practices regularly.
3. He obeys the rules of the game.
4. He plays hard and fair.
5. He tries to win.
6. He is a good loser.
7. He does not boast when he wins.
8. He takes the best possible care of his body by following the training rules about food, sleep, cleanliness, and various other things.
9. If he is hurt or sick, he gets the best possible treatment at once.
10. He tries to make good marks in his lessons.

Is their list a good one? Do you think of anything which should be added to it?

As you look over this list, you find some things which you are already doing. When you are on the playground at recess time, you try to obey the rules, to play hard and fair, and to be a good sport. Every one wants to be a good sport not only on the playground but wherever he goes.

What does it mean to be "a good sport"? Here is a story which will help you to answer that question.

Jack and Ted lived very near each other and were in the same class at school. After school all the boys used to "choose up" and play baseball on the playground. Jack and Ted were usually on the same side. One day they were asked to be the captains and choose sides. They did not like the idea of playing against each other at first, but it is part of the game for every boy to do the task which falls to him. They chose up, and a game started which became hot and furious. By the time the last inning began, each boy was most eager to win.

Ted's team was one score ahead. It was the last inning of the game. Jack's side was at bat. Two men were out and another was on second base when Jack came to bat. If he could be struck out, the game could be won; but Jack did not strike out. He hit the ball far over the heads of the fielders and started around the bases as fast as he could run, while the boy on second base came home to make a score. The fielder got the ball before Jack reached third and threw it as hard as he could toward the catcher, but it was not a very good throw and before Ted could get the ball Jack had crossed home plate with a winning score.

Can you imagine how Ted felt to lose this game after it seemed so certain that he would win it? For a second he felt angry at everybody and particularly at Jack for winning. Then he remembered something his father had often said to him: "Remember, Ted, a good sportsman is a good and generous loser as well as a good winner."

Ted wondered what he would say to Jack on

the way home. What would you have said?

What Ted really said was, "Gee, that was a great hit of yours, Jack; you won fair and square."

"Oh, it wasn't much," said Jack. "I guess I was lucky; that's all."

"You won fair and square."

And so they went on home, planning happily for the next day's game.

Nothing more was said about that home run for a long time, but six years later something happened to show that neither boy had really forgotten it.

Ted and Jack were both in the high school and they had both been selected to represent their school in a state meet at a big university. When they arrived, they were put in the same room in one of the men's dormitories. There were to be all kinds of contests at the meet. Ted was to compete in the broad jump and Jack in the dashes.

The first day was for trials and the second day for the final events. In Jack's trial race there were six runners, and he came in third although he was very close to the second man. There were eighteen boys in the three trial races, and only the first two in each race were selected to compete in the final race next day.

At first Jack could hardly believe that he had lost. He had felt so sure of winning. As

he started for the dressing rooms and shower baths he walked by the pit where the boys were broad jumping. He heard some one say that Ted Gould had made the best jump yet. Jack knew now that Ted would be in the games next day and perhaps win the broad jump. This made Jack's disappointment even worse.

When Ted finished jumping, he looked around for Jack, but he could neither find him nor find out about Jack's race. He took a shower bath, dressed, and hurried back to his room.

As he came in he saw Jack, with a very long face, sitting on the couch with his suitcase packed beside him. Ted knew at a glance that Jack had lost and that he was going to take the first train home instead of staying for the rest of the games next day. He felt that he must say something to Jack. What would you have said if you had been Ted?

This is what really happened. Jack stood up as Ted came into the room. A bit of light came into his eyes; he smiled and held out his hand.

"Good boy, Ted," said Jack. "I heard you made the best jump. I'm no good. I didn't get in the finals; so I'm going home. I might have gone on the train that just left, but I couldn't leave without giving you a slap on the back and telling you that you are a good old pal for making such a long jump. Remember once when I made a home run and you told me that it was a great hit?"

"Good old Jack," said Ted as he grasped him by the hand. "I'm proud of you. Every boy that's good enough to be sent to this state meet is a winner and has something to be proud of. And what's more, you are *not* going back home today. There aren't a dozen boys in this whole state who can run as fast as you can, and you talk as though that were something to be ashamed of. You have another year at school and next year you will race in the finals. Jack, you and I are going to stay through the rest of this meet together."

"Right you are," said Jack as he began to unpack his grip; "and besides, we are going to

shake hands with the boy who wins that final race tomorrow and tell him how well he did it."

"As for that jump of mine," said Ted, "it wasn't so much, you know."

"Good old Ted," said Jack. "You always praise the man who wins and encourage the man who loses, but you never get a swelled head when you win yourself. Ted, you're a good sport."

In what ways were Jack and Ted good sports? Did both Jack and Ted have courage? What is a good sport?

How do you like this description: *A good sport does the right thing, even if the wrong thing is more pleasant?*

Sportsmanship is one of the things we learn when we are in training. There are many things, however, for which one may go into training. For example, we may train for games, for health, or for citizenship. Would it not be fun for your class to go into training

for health this year? That would mean to obey the rules of the health game and to train your growing bodies to be strong and useful. You want to grow. You want to become strong and attractive as you get older. You want to make friends and to be happy. A strong, growing body, a quick mind, and a cheerful, friendly disposition are signs of health.

If you want to go into training for health, this book will help you to prepare a set of training rules. In ball games the coach is the one who directs and trains the players. Perhaps your teacher will act as coach. Look over the list of training guides which the fourth grade in the Marsh School put on the blackboard to use in training for Sports Day.

Make up a similar list of training rules of your own which you can use as a basis for health training.

Every one who tries can succeed in health training. Have you the grit and determination to make good in your training for health as an athlete makes good in training for contests?

Will you help to make the record of your class successful?

Practice in Health Training

1. Name the team games you like to play best. How do you play "Follow the leader"?
2. What are some of the rules of conduct you should practice when playing team games at recess time? What do you do when you lose? What do you do when you win?
3. Should you like to have a Sports Day at your school? What games could you play? What stunts could be given?
4. How can you become more skillful in your games? How can you keep or improve your health?
5. Do you think that every boy and girl should take part in the plays and games on Sports Day? Does every one play at recess time?
6. Why do you think it will take grit to keep in training for health?
7. Do you practice good sportsmanship in other things besides team games?
8. Use sentences with these words:

training	*coach*	*good loser*
boast	*skillful*	*disappointment*
disposition	*athlete*	*generous*
	good sport	

II

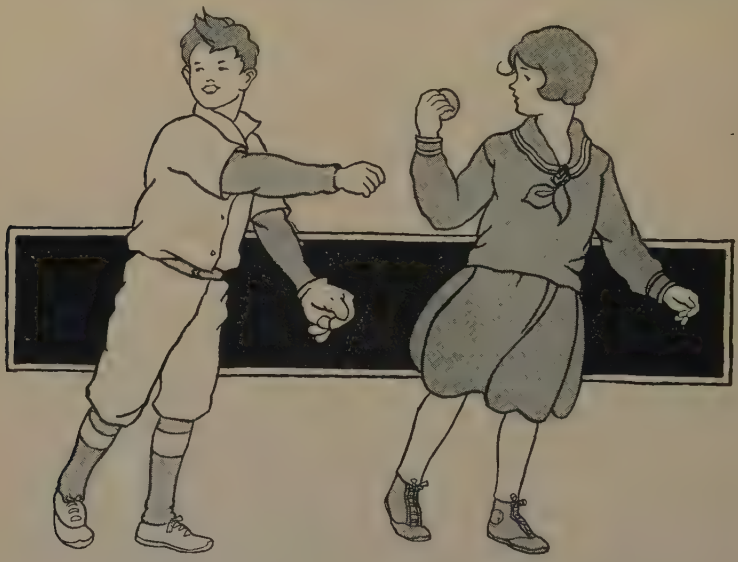
PRACTICE

In the last chapter we read about training. Part of the training program is practice. Athletes practice every day. "Practice makes perfect," it is said. Do you think that a player could make the team if he practiced baseball just one day in the year? If you study music, you practice every day. Why is practice important? Just what does it do for you?

By practicing we get the habit of doing things in the right way. We can see examples of forming right habits in any sport. When a boy learns to play tennis, he is shown how to hit the ball, and then he practices hitting the ball over and over again. He is shown how to hold his racket correctly. When he does not hit the ball right, he is shown how to do it. After a time it becomes natural for the player to pick up the racket in the right way and to hold it in the right way without thinking about

it. Holding the racket correctly has become a habit. He has trained himself—his nerves and muscles—to do it that way.

Habits are formed in the same way when you learn to play baseball. The boy who is just



If at first you don't succeed, try, try again.

learning to play is slow in throwing the ball, and the ball usually does not go where he wants it to go. After he has played enough, he can throw it more easily and more quickly. He can make it go where he wants it to go.

He throws the ball better, more easily, and more quickly.

Did you ever watch a mother robin or mocking bird teach her baby birds to fly? When the wings and tails of the young birds are well feathered, the mother bird thinks that it is time for them to leave their nest. They drop to the ground with a great flutter. Just as soon as they reach the ground, the mother bird begins to give them practice lessons in flying. She flies here and there, calling and urging them to try their wings. At first the young birds just hop. They hop awkwardly because they find it difficult to balance themselves. Next they try to spread their wings. It is not until they have spread their wings again and again that they become strong enough to lift themselves slightly from the ground.

The mother bird is eager for them to learn to fly. She does not get discouraged. She flies before them on the ground, showing them how and urging them to try. They do try. Between trials they squawk out loud cries of excite-

ment. After many trials the young birds can fly short distances.

But the mother bird is not satisfied until their wings are strong enough to take them up to the tree branches. She is happy then because they are safe and will soon be able to fly high and far. Gradually their muscles grow larger. The young birds become strong enough to hunt their own food and to protect themselves from enemies.

When we learn skating, swimming, dancing, hurdling, or any new exercise, we begin very much as the awkward young birds do. At first we make mistakes; but as we practice over and over, we train the muscles which

help us to do these new exercises. After practicing a long time, we learn to do them with skill.

When we do an exercise with skill, it means that we do it correctly and easily. When we say "He swims like a fish" or "She dances like a fairy" or "He skates like the wind," we mean that this boy or girl swims, dances, or skates with skill. It is not easy to swim perfectly. First, there are the arm movements to be learned and practiced. Then the leg movements must be tried over and over. Then comes practicing the arm and leg movements together. When you begin, you look like a frog splashing around in the water; but it is not long before both the arms and the legs are used with ease. As you continue to practice, you learn to swim longer distances in good form. You can swim on your back or on your side. When you are older and can swim the length of the pool eight times, do fancy dives, and teach others to swim, you may be able to save lives.

Not all of our useful habits are used in games. When you learned to dress yourself you formed habits. At first it was difficult to work the buttons. It was not easy to tell just what to do next. You did the same things every day until you could dress with skill. Now it

Those girls and boys succeed in forming habits who are willing to practice again and again.

has become so firm a habit that you hardly have to think about how to do it or what to do next when you are dressing. When you do a thing in the right way over and over, and want to succeed, you form a habit. You learn to do a particular thing at a particular time. The habit reminds you when to do something and helps you to do it more easily and more quickly.

All of us are playing the game of health. The rules for the game of health should be practiced. The training of our muscles is only one rule of the health game. There are others equally important. We need to train ourselves to be clean, to like wholesome food, and to give our tired bodies plenty of sleep and rest.

We need to practice each of the rules. We could not learn to swim very well if we practiced only one swimming rule. Neither can our bodies grow well if only one of the rules of health is practiced.

Can you name some health rules? A great many boys and girls are practicing such rules as these in their health training:

1. Keep the body clean.
2. Keep the body erect.
3. Eat the right amount of wholesome food.
4. Get enough sleep.
5. Play and exercise in the open air.
6. Keep the school, home, and neighborhood as healthful as possible.
7. Be happy.
8. Keep accidents from happening.
9. Know the health rules and live up to them.

These rules mean more to you when you talk about how to follow them. To say "Keep the body clean" is like saying "Throw a curve ball." It tells you what should be done, but not just how to do it. In training for athletics, the athlete finds out just how to do each thing; then he practices doing it the right way. You have heard of many of these health habits in the earlier grades. Now you are old enough to work out a real program of health training for yourself. This year you can prepare a set of exact training rules, telling just how these things are to be done. Then you can *practice* those things which will give you better bodies, better minds, and better dispositions.

One of the first things to do in going into training is to make sure there is nothing wrong with the body. The doctor and nurse help you to do this.

There are many persons who can help you with your program of health training. Your friends, the doctor and nurse, can help you to take care of your body. The teacher can be your coach in health training. Possibly she can weigh you each month so that you can see how fast you are growing. To gain every month is a sign that you are succeeding in your health training. Perhaps the class can take a few minutes each morning for health inspections and for finding out how different pupils are suc-

ceeding in their health habits. It may be that a milk lunch in the morning is part of the training program. Father and mother can help you to keep the training rules when you are at home.

All these persons will help you, and you can help each other. But remember, the most important things you must do for yourself. No athlete was ever made great by what other persons did for him. He gained success by his own efforts. Your own efforts in following the training rules for health will have the most effect upon your growth, upon your skill on the playground, and upon your success in school.

Practice in Health Training

1. How did you learn to add numbers in arithmetic? How did you learn new words in spelling?
2. Tell how an animal is trained to do tricks. Can you tell how explorers train their dogs for the trips to the North and South Poles?
3. Use these words, *practice, patience, difficult, easily,* and *skill,* in sentences telling how you learned to play some game.

4. Name some good habits you are practicing. Name some bad habits.
5. If you have the bad habit of eating too fast, how can you train yourself to eat slowly?
6. Who was your coach when you learned to walk? To ride a bicycle? To find your way to school? To plant a garden? To weigh yourself?
7. Make true sentences out of these words by putting them in order:
   a. try again try If succeed don't first at you.
   b. bring Daily willingly success done practices.
   c. makes Practice perfect.
   d. work play and easier Habits make.
   e. bodies strong Our are by made practicing rules health.

III

PRACTICE RULES IN CLEANLINESS

Have you ever seen a race horse or the prize animals at a big fair? How smooth and glossy is the coat of a race horse! He looks very different from an old nag with a rough, dirty coat which has never received any care. It makes a great difference in the appearance of any horse if he is well groomed. The great race horse always receives good care, but people do not bother much with a horse which is of little value.

Are you a "race horse" or a "nag"? It does not matter how much your clothes cost, but *clean clothes* and a *clean body* do matter. They show that you are worth "grooming." Besides, the things you do in getting yourself thoroughly clean make you feel rested and comfortable.

Are you a good sport about washing your hands and face thoroughly? Do you play fair

in cleanliness? Do you work hard to get really clean? Let us see just what things need to be done in cleanliness if one is in health training.

What needs to be done in the care of the hands? Think of the number of dirty things your hands touch during the day. Perhaps you

It is easy to forget to wash the ears and neck.

have played a game of marbles on the ground, or emptied the garbage, or swept the room. Your hands collect dirt from most things they touch. The dirt looks like a black mark. It is really made up of small particles of soil, dust, or other powdered material, or it is a thin coating of oil or some colored liquid.

If you have been handling something which has been used by a person with a cold or some other catching disease, your fingers may have picked up some of the disease germs along with other dirt. You may be able to see the dirt, but you will not be able to see the germs themselves. They are so small that they cannot be seen with the eye, but they can give you the catching disease if they are carried to the mouth on dirty hands. This means that you must keep fingers and pencils out of your mouth. Do you keep your lips closed and keep your hands away from your face?

Children who have the bad habit of putting things in their mouths usually chew their pencils. Sometimes they bite their nails. Do you

have these habits? You need your finger nails for picking up small articles, creasing papers, and doing many other useful things.

Once several children were playing a button game. One of them hid the button under his hands and the child who was "it" had to guess where it was hidden. Some of the children could not play the game because they could not pick up the little flat button. They had bitten off their nails until their fingers were stubby and clumsy. Taking care of the nails makes the hands more useful as well as more beautiful.

Do you know some one with graceful and useful hands? Do you think a football coach would want on the team a player whose fingers were clumsy?

The coach in the health game says: "Keep your hands away from your face. Let your finger nails grow. When they need to be trimmed, use a nail file to keep them smooth and even. Clean your nails when you wash your hands. They are easiest to clean then."

If you are a good sport about your cleanliness habits, you will wash your hands at the right time and in the right way. Wet the hands first. Use warm water if possible. Use enough soap to make a good lather, rinse off all the

Your hands and nails need to be washed with soap and water several times each day.

soap, and wipe the hands until they are thoroughly dry. Hands which are not thoroughly dried may chap. When you have washed your hands, leave the wash bowl clean for the next person to use.

There are certain special times for washing the hands. A clean person always washes his hands before eating so that he will have clean fingers to carry food to his mouth. A clean person always washes his hands after going to the toilet.

Why is hand washing at school important? Why do we like the boys and girls about us to have clean faces?

Do you wash your face thoroughly with soap and warm water or do you just splash a little water on your face and rub the dirt off on the towel? In the morning or at night when you wash your face, remember to wash your ears and neck. They get their share of dirt and need their share of soap and warm water. Don't be satisfied to wash new dirt from your face and leave old dirt on your neck and ears.

Look out for dirt at the edge of the scalp. Use your own wash cloth and towel.

The nose also collects dirt. Particles of dirt are drawn into the nostrils with the air we breathe. In taking proper care of the nose, use a clean handkerchief each day, and blow the nose gently.

One who is in training for health is also careful to keep his hair neat and clean. He shampoos his hair every two weeks. He uses his own comb and brush every day.

Did you ever think how useful brushes are in helping us to keep clean? Can you name several kinds of brushes? Some brushes are large, some are small; some are black and some are white; some are soft and some are stiff. Brushes have different shapes, sizes, and names, according to their use. They are made strong because they have heavy work to do. Here is a game about brushes called "Who am I?" If you will read very carefully what each of these brushes does, you will be able to tell correctly which brush is talking.

I

I have soft black camel's-hair bristles and a top of shining silver. I live in the top dresser drawer with hair brush, my cousin. Every morning my master takes me from the drawer and gives me a few minutes of brisk exercise. Up and down his coat front I run. Around and around the coat collar I go; then down his trousers' leg I skip. When I have brushed well his whole suit and hat, he puts me back in my place in the drawer. *Who am I?*

II

I live on the shelf above the kitchen sink. Because I am small and short I have been nicknamed "Shorty." My bristles are very strong. Every day I work with at least one of my garden friends, Carrot, Beet, or Turnip. Before they leave the sink, I must see that they are spotlessly clean. Even though it takes a long time to do this work, I like to be with my friends. *Who am I?*

III

We are five slender brushes hanging in the bathroom in the sunshine. We have been taught to be careful about our habits. Each of us belongs to some member of the family. Each of us has his very own hook to hang on. We have differently colored handles —yellow, green, brown, white, and blue. Once each morning and once each night each of us is called

upon to clean and shine thoroughly a set of pearls. With the help of water and powder we can easily keep these pearls shining. *Who are we?*

IV

I also live on a hook near the window in the sunshine. I am much larger and stronger than my neighbor, the tooth brush. I do not have regular times for my work, but must be ready for use at all times. Often my short little bristles are lathered with soap. Down under the water I dive and there I struggle with ten dirty little fingers until they are as clean as they can be. I like best of all to clean nails that are strong and well kept. *Who am I?*

If you look at your skin with a magnifying glass, you will find that it has many pores, or openings. In hot weather or when you exercise, your body gives off sweat or perspiration through these pores. The best way to keep dirt from filling up these pores is by bathing.

Some people bathe every day. Others do not bathe so often. Doctors say that every one should take a cleansing bath with warm water and soap at least twice a week. Some persons, who do not have a bathtub, use a clothes tub,

a wash basin, or a foot tub to bathe in. By using warm water, soap, and a wash cloth, the whole body may be made very clean.

In addition to keeping the skin clean, you should keep it in a healthy and vigorous condition. You can do this by taking a cold bath daily or by splashing cold water on your face, throat, and chest, or you can take a brisk rub all over with a dry rough towel. These things bring the blood to the skin and give it a warm glow. A person who has toughened the skin in this way is not very likely to catch cold.

Our feet need special care. They carry us about all day long and certainly deserve some attention. The nails of the toes, like those of the fingers, need to be kept clean and trimmed. Cutting the toe nails square across instead of round will prevent ingrowing toe nails. A good time to care for the feet is just after you have had a bath.

We have been speaking only of some of the ways for keeping the outside of our bodies clean, but it is also important to keep the inside

clean. Water, fruit, and vegetables help to do this. Coarse foods, such as whole-grain bread, cereal, and vegetables, act as scrubbing brushes in the stomach and intestines. Plenty of water between meals also helps to keep us clean inside.

You can now decide what some of your training rules about keeping the body clean shall be. Would you agree that a pupil in training for health should do the following?

1. Take a full tub bath at least twice a week.
2. Wash his face, neck, and ears with warm water and soap at least once a day.
3. Wash his hands before eating and after going to the toilet.
4. Use a clean individual towel and wash cloth.
5. Know how to use the wash bowl and toilet properly.
6. Keep his nails clean and trimmed.
7. Carry a clean handkerchief and use it properly.
8. Wash his hair once in two weeks and comb it daily.
9. Keep his comb and brush clean.
10. Drink at least five glasses of water daily.
11. Have a bowel movement every morning.

It will be a good plan for your class to have a cleanliness review each morning. Perhaps some of you have seen an army captain review a company of soldiers. To *review* in the army means to inspect carefully. The captain carefully inspects the soldier's uniform, shoes, posture, and everything about his personal appearance. If he discovers a soldier with an untidy uniform, dusty shoes, or dirty neck, what do you think the captain says? What does the soldier do?

Your class may be reviewed in much the same way. One pupil from each row may act as the captain. It will be the duty of the captain to report whether the row which he inspects has a perfect record. Each row earns a daily score of one on each item for which the record is perfect.

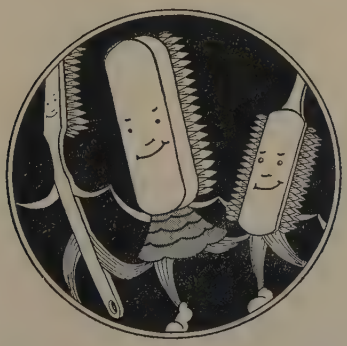
You know how to keep your body clean. You also know that you must practice the cleanliness rules every day if you wish to make a good cleanliness record at school. Are you in training to be a race horse or a nag?

Practice in Health Training

1. Why do you think any one who washes his hands and face carelessly is a poor sport?
2. Did you ever see a fingerprint? Look at your finger under a magnifying glass. Can you see both pores and creases?
3. Why do you think an artist or doctor takes good care of his hands?
4. Name some things that you can do better if your nails are well kept.
5. Score yourself in cleanliness on the following points:

Outside Cleanliness:	
Clean hands	5
Bathing twice a week	10
Clean nails	5
Clean face	5
Clean ears	10
Clean neck	10
Clean teeth	10
Clean clothes	5
Inside cleanliness:	
Drink 4-6 glasses of water	5
Eat fruit every day	5
Eat a vegetable every day	10
Bowel movement every day	10
Spirit of honesty and good sportsmanship	10
Total	100

6. Name some public signs which ask people to keep places clean.
7. Why do many towns have a "clean-up week" in the spring? What can you do to help make your neighborhood clean?
8. Place at the top of a large sheet of cardboard some of the following articles: comb, wash cloth, towel, nail file, orange-wood stick, tooth brush. Let each child who has one of these for himself put his name under the article.



IV

WHOLESOME FOOD PRACTICES FOR GROWTH

Sweetie and Samson were the names of two white rats which belonged to some fourth-grade children. They were young growing rats of the same age and weight. They had soft white fur, bright pink eyes, straight backs, strong legs, and slightly pinkish ears. They were lively, curious, and friendly.

Sometimes rats are enemies of people, and sometimes they are friends. The wild gray rats which destroy the farmer's grains are enemies. The farmer tries to get rid of such pests from his barn. White rats are easily tamed. They are sometimes used as pets and are of real use to man.

Sweetie and Samson were born in a college laboratory where tests were being made on different kinds of food to find out which ones make young animals grow. They were given

to the fourth-grade children so that the class could find out which foods would make the rats grow best.

The children kept Sweetie and Samson in separate wire cages. Animals, like people, are healthier if they live in clean places. The children took turns in cleaning the cages thoroughly every morning, using soda water and a small scrub brush. They put clean torn paper in the cages for the rats to sleep under if it should turn cold. Every morning a fresh supply of food and water was put into the food jars.

After everything was in readiness, the cages were put in a quiet place, so that the rats might sleep during the day. White rats are almost wholly blind in sunlight hours. For this reason they like to sleep during the day and play at night, when they can see much better.

Sweetie was fed pure sugar candy and a mixture of cornmeal and salt. Samson was fed milk and a mixture of cornmeal and salt.

Every morning for five weeks the children

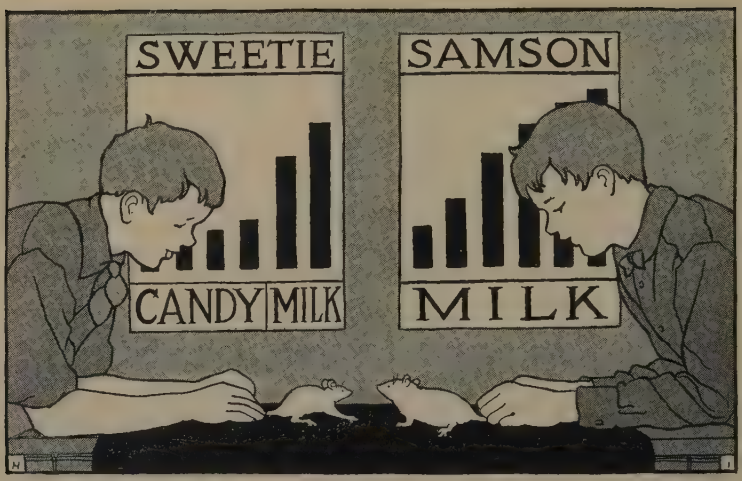
The children took care of the rats.

cared for their pets. Every Friday they weighed the rats in the balances or scales to find out how much they had grown. Rats, like boys and girls, must have certain kinds of food if they are to build strong bones and muscles.

At the end of three weeks Samson had gained thirty-five grams and Sweetie had lost

two grams. (It takes about twenty-eight grams to make an ounce.) You remember they weighed the same at the beginning. Samson had had milk in his diet for three weeks, and he was growing into a strong, active rat. Sweetie had lost weight. He had no appetite, and the children had to coax him to eat his food. His fur had a yellow tinge and it looked rough. He did not play much, but curled up inside the food jar and watched Samson climb around and drop from the top of the cage to the bottom among the papers. Sometimes Sweetie would scratch the cornmeal out of the jar. The children thought that he was looking for something better to eat.

Since Samson had gained and Sweetie had not, the pupils decided that milk must have made the difference. They thought that perhaps candy had cheated Sweetie out of the food his body needed. They felt sorry for Sweetie and decided to give him milk instead of candy. They took the candy out of the jar, washed the jar carefully, and put in some milk.



The fourth grade proved that milk makes a difference in growth.

The next Friday Sweetie was weighed again. What do you think had happened? Sweetie had gained three grams. So they kept giving him milk. The next Friday he had gained seventeen grams. He had not only gained, but he had also begun to play. His fur did not look so yellow and rough, and his eyes were bright and sparkling again.

The children learned that rats grow better on milk than on candy. They wanted their teacher to explain the reason why.

These were the reasons she gave: Milk is the best single food known. It makes strong bones, teeth, and muscles. Samson's bones and teeth were growing heavier and stronger than Sweetie's. Milk contains health-giving substances which the body needs. Babies grow very rapidly and they live on milk alone. There are substances in milk which aid growth. Candy does not make strong bones and teeth. It does not make one grow.

Are some of you like Sweetie in your habits of eating? If you run off to school without your breakfast, you get hungry and cross before lunch time. You feel that you cannot wait until your lunch is ready; so you eat some candy. Then you are not hungry when lunch time comes. You do not want the milk, vegetables, and other good foods which your body needs. Without a good breakfast and lunch your body is not getting the right kind of food for strength and growth.

You know enough about an automobile to know that it will not run without gasoline.

The engine chug-chugs and sputters on the last few drops; then it stops. Do you think your body can work without food? Some of you go to school without eating any breakfast. You do not feel like playing, and you soon become tired. You cannot make up for the lack of a breakfast by trying to eat two meals in one at lunch time.

Scientists have learned many things about food and its relation to health. They have tested many foods to find out which will help children to grow properly. From their work they have given us some food rules which they believe all growing children should follow.

Here are some of these rules. How many of them are you practicing?

1. *Eat three good meals each day.* You will feel better and do better work if you give your body nourishing food regularly.

2. *Eat a warm breakfast each morning.* Good breakfast foods are fruit, cereal, milk, and toast. Sometimes breakfast will include an egg. It is better to get up in time to wash and dress properly and have a good breakfast than to stay in bed until the last minute and then rush off to school hungry.

3. *Eat candy only after meals, and then sparingly.* If you are hungry between meals, drink a glass of milk or eat some fruit. Eating candy between meals keeps you from having an appetite for wholesome food.

4. *Drink at least a quart of milk each day, but no tea or coffee.* Milk makes bones and muscles. It helps you to grow. Tea and coffee do not help you grow. They make you nervous.

5. *Eat some fruit and some leafy vegetable each day.* Fruits and green vegetables such as lettuce, cabbage, beet tops, and spinach contain health-giving substances called *vitamins* which aid growth. They aid digestion and make it easy to have a bowel movement every day.

6. *Drink at least four glasses of water every day.* At meal times you get some water from such foods as fruits, vegetables, and milk. But your body needs more than this. Take time to get a drink of water at recess and when school closes.

7. *Eat your food slowly and chew it thoroughly.* Be cheerful and polite at the table. Don't talk when you have food in your mouth. Take small bites and small mouthfuls. Drink water or milk when the mouth is empty of food. Good table manners will help you to enjoy and to digest your food.

8. *Eat boiled and baked food rather than fried food.* Most fried food is hard to digest because it is greasy. Families today use much less fried food than did the families of years ago.

To follow these training rules each day will test your sportsmanship. Talk over these food practices in class and find out what progress you are making with them. Are you enough of a sport to control your appetite and manners? Are you going to be a Sweetie or a Samson?

Would you know what foods to order in a dining car?

You will find, when you follow these wholesome food practices, that you will continue to grow each month. When the doctor examines you, he will say that you are healthy and growing as you should. When your teacher weighs you, she will notice how much heavier you are.

There are several ways to measure growth. Probably you are wearing a larger-sized shoe than you did last year. Perhaps your mother lengthens your sleeves, dresses, or trousers. You hear your mother say sometimes, "You are growing so fast that I cannot keep you in clothes." Another way you have of telling that you are bigger and stronger is that you can run faster and do more difficult things than you did last year. If your class can plan to be weighed each month, you will know just how fast you are growing.

Practice in Health Training

1. If there is a lunchroom at your school, do you think a pupil would be a good sport if he bought candy and cakes at the corner grocery, rather than a good lunch at school?

2. Keep a vegetable chart in your class. List daily the vegetables eaten by each pupil. At the end of the week list all the vegetables in the market. Were all the vegetables in the market found on your vegetable chart?
3. At what age does a child double his weight in six months? What food has he had during this time?
4. How many glasses of milk are there in a quart? In what different ways do you eat milk in or on other foods? Copy from mother's cookbook a recipe in which milk is used.
5. Keep a record of the milk you drink each day for a week. How many in the class drink as much as a quart each day?
6. How much do you weigh? How much does the average boy or girl of your height and age weigh? How much should you gain each month?
7. Name some things you can do now that you could not do last year.
8. List the fruits each of you ate yesterday. Which fruit was eaten by the largest number of pupils? Can you name other fruits which might have been on this list?
9. Plan some table manners which you can practice at home. See if your father or mother will notice an improvement without being told that you are trying extra hard.

V

GOOD TEETH

A dentist is a doctor who takes care of our teeth. Years ago, when our great-grandparents lived, there were no trained dentists. Families had to care for their teeth as best they could. There were many home remedies for toothache that you would not think of using today. Because there were no good dentists, toothache was common, and when a tooth began to ache, it had to be pulled out.

Today there are many dentists to take care of our teeth. They fill teeth as soon as holes, or cavities, are found, and thus the teeth are saved. They take special care of the teeth of boys and girls. As soon as the new teeth come through, the dentist examines them. If these teeth are not covered the way they should be by the hard enamel coating, the dentist mends the tooth with a tiny filling. If this were not

done, the tooth would later start to decay at the spot where the covering of enamel was not perfect. The dentist also cleans and polishes the teeth of children every six months. Of course, every one brushes his own teeth, but the tooth brush cannot take off the yellow stain which sometimes comes on the teeth. The dentist is the person to do that.

Boys and girls want their teeth to be even and pretty as well as clean. A dentist can straighten the teeth if some of them are not in just the right position.

One dentist who lives in a city has a long list of children's names on his office book. He likes to have children as his patients because he can teach them how to take care of their teeth. This dentist thinks it is so important for children to take care of their teeth that he does not let them forget about it. Every six months he sends them a note to tell them that it is time for him to look into their mouths. The note is printed on a small card and is mailed to the child. This is what the note says:

Dr. Lynn
wishes to remind you that it is now time for you to have your teeth examined again.

He always tells the children that two things are very important for good teeth. One is to eat the right foods; the other is to keep the mouth clean.

What have you learned in practicing your training rules about wholesome food? Can you name three kinds of foods that you need to eat every day?

You have talked about these foods at school and you hear your mother talk about them at home. When you go to the dentist's office, he tells you, also, how important it is for you to eat milk, vegetables, and fruit. These foods help your body to build strong teeth. Such foods as celery and apples give your teeth plenty of exercise and help to keep them strong and clean. Fruits like oranges and grapefruit,

which are slightly acid, also help to keep the teeth clean.

Your teeth need to be strong because they have hard work to do. Your front teeth bite off food. That is why they are sharp, cutting teeth. Your side teeth tear the food apart. Your back teeth chew and grind food. They are sometimes called "grinders." Nature provided us with teeth so that we might chew and grind our food thoroughly to get it ready for the stomach and intestines.

Once a well-known man went to see a doctor because everything he ate seemed to disagree with him. "My friend," said the doctor, "it is not what you are eating that makes you sick, but how you eat it. If you will eat very slowly and grind and grind your food, your trouble will go away."

After his visit to the doctor the man decided that he would time himself whenever he ate. He wanted to take at least twenty minutes for every meal. At first he would forget to chew slowly and grind thoroughly. But after many

weeks of practice he formed the habit of eating slowly and he came to enjoy his food more.

How much time do you take to eat your meals? Do you eat hurriedly and wash your food down with water, or do you give your teeth plenty of time to chew the food well?

Every one enjoys his meals more if he takes plenty of time to eat. How long does it take you to eat lunch?

A class once worked out a problem with their teacher to see how long they should take to eat lunch. One noon they all brought their lunches to the classroom and ate them while sitting at their own desks. Their teacher ate with them. The class took time to grind the food properly. The teacher timed each one and then found the average time for all. As a result of their study the children decided they would always take at least fifteen minutes to eat lunch. The class learned to chew properly, and they had to practice good table manners.

The second important fact which Dr. Lynn talks to children about is keeping the teeth and mouth clean. Some persons, who are very careful about their teeth, brush them after each meal. Others brush them only once or twice a day.

There are right ways and wrong ways to brush the teeth, just as there are right ways and wrongs ways to swim. You practice brushing your teeth every night. A good sport in training will not be satisfied to give them a few

careless strokes. Instead he remembers that he must brush his upper teeth and then his lower teeth, in the back and in the front, on the inside and on the outside.

Brushing the teeth does two different things. In the first place it cleans the teeth, taking all the bits of food from between them. In the

The right way to brush the teeth.

second place it rubs the gums briskly. The gum is the soft pink flesh around the teeth. You should brush the teeth up and down and not just crosswise. Brushing up and down cleans the teeth better. Can you tell why? It also rubs the gums more. This helps the circulation of blood in the gums and keeps them firm and healthy.

When you are brushing your teeth, do not forget to brush the tongue. Rinse your mouth with cold water when you finish.

You are going to use this brush again and you want to keep it clean. Wash your brush under running water, hot water if possible. Hang it in a clean place away from dust. If you can put it where the sun will shine on it, so much the better. When you are ready to use it again, it will be clean and dry.

The most important time to brush the teeth is at night before going to bed. This makes the mouth clean for the long hours of sleep. You will also want to brush your teeth each morn-

ing. Begin to practice this habit now if you have not done so in the past. Notice how much better your mouth feels after your teeth have been brushed.

When you were little, you had a set of baby teeth. The teeth you have now are your grown ones. They are to last you the rest of your life. Already you have twenty-four. In a few years you will have eight more, making thirty-two teeth in all. Four of these will appear when you are about twelve years old. These are called the "twelve-year molars." The other four will come later. They are usually called the "wisdom teeth."

In Dr. Lynn's office was a poster on which were printed some rules about the care of the teeth. As you read Dr. Lynn's poster, decide upon what your training rules for the care of the teeth will be. If you find it hard to practice any of these rules, ask your teacher to help you.

Here is the poster which was hanging in Dr. Lynn's office:

The Care of the Teeth

Visit the dentist twice a year.
Eat plain wholesome foods and avoid sweets.
Exercise your teeth and gums by grinding your food.
Brush your teeth at least once a day.
Keep your tooth brush clean.

Practice in Health Training

1. Why are babies given liquid foods? Why do old people need to eat soft foods?
2. In what ways would you have a hard time if you did not have any teeth? What are your teeth used for?
3. Keep a calendar in your bathroom. Cross off each day as you remember to brush your teeth.
4. Count your teeth by feeling each one with your tongue. Can you feel that they are shaped differently? Why do they have different shapes?
5. Make a list of foods which give the jaws vigorous exercise.
6. Make a list of foods which help clean the teeth.
7. Tell what you can about the way these animals use their teeth: the cow, the beaver, and the dog. How does the elephant use his tusks?
8. What do these words mean: *cavity, decay, exercise, circulation, rinse, enamel, polish, acid?*

VI

TRAINING IN GOOD POSTURE

Many of you can remember how you enjoyed a new toy automobile which was in perfect shape and would run when wound up.

Did you ever have such a toy which had been bent and would not work until it had been straightened? Perhaps some one had stepped on it. The wheels were bent and the sides were pushed in so much that the spring could not work. Try as you might, you could not make it run until the bent places were straightened out.

Sometimes you sit at your desk or stand in line like a bent toy. Do you suppose that *your* insides work better when your body is in such a position? When you droop your shoulders and let your chest sink in, your lungs have little room in which to breathe and to do their work properly. Possibly you sleep so doubled

up that your lungs, heart, and stomach are crowded and cramped.

There are many reasons why we want good posture. Do you remember the rhyme about the "crooked man who walked a crooked mile"? He must have been very uncomfortable when he walked. Do you think he might have walked the mile more quickly if his body could have worked better? When your body is erect, you feel well because all of your machinery has a chance to work properly. Your movements are graceful and easy. Your erect body shows others that you have courage and self-respect.

Now is the time for you to get good posture. Your bones and muscles are growing and taking form. As you grow older, they become set and it will be difficult to change their position.

To gain good posture is easier for some children than for others. A straight body comes from practicing, not merely from wishing. Every one can gain better posture by working for it. Those who gain it through

their own effort deserve most credit. When you have it, you must earn the right to keep it.

Do you know of any famous person with excellent posture? What does he do to keep his body in good shape?

Let us see just what is meant by good posture and how it may be gained. "Stand tall!" is a command that is given at school when pupils are asked to take correct standing position. This reminds them to bring themselves out of any slouch they may be in. Each day when you "stand tall" you do several things which bring your body into good posture. In raising your head, your chin goes in and back where it belongs. Your back is straightened and your chest is raised. If you are in this position, with your abdomen pulled in and your toes pointed straight ahead, you are in good standing posture.

Sometimes school children have pictures taken of themselves to find out what kind of posture they have. These are called shadow

pictures because they show only the dark outline of the body. Look at the shadow pictures on this page and compare the postures of the different children. What are the points which make one posture good and another bad?

What does your shadow show you about your posture? Remember that you will keep

Shadow pictures tell whether you have good posture.

Good posture may become a habit.

good posture by practicing the training rules each day. Imitate the Indian carrying a water jug. Improve your posture by reminding yourself to stand tall, to keep the chin in and the abdomen flat, to point toes straight ahead, to walk with ease and grace.

When you walk, sit, or stand, you seldom think about the way to do these things because you have done them over and over again for such a long time. You already have the habit of walking or sitting in a particular way. Sometimes when you are tired, or when you

Good writing posture.

Stand tall for good posture.

are careless, you slump and let your body droop.

It is not enough to know how to take good posture upon command. The important thing is to remember to keep good posture when you are standing, walking, or playing.

Often you have to wait in line at school. For example, you stand in line for lunch, for washing your hands, or for your turn in a game. While you are waiting, remember the posture rules and get the feeling of standing correctly.

You may also need to practice good sitting posture. Every one likes to sit easily and com-

fortably. If one is to do this, he must have a suitable chair and hold his body in a good position. When one has gained the habit of sitting properly, it is more comfortable and less tiring than to slouch.

In order to sit properly, push back in the chair and place the feet flat on the floor. If you lean forward, bend from the hips; do not curve the back. The chair or seat should be just high enough so that your knees can make a square corner, or what is called a right angle, when you are sitting in this position. Ask your teacher to look at your sitting position. Notice some pupil whom the teacher selects as sitting in the right way and see what are the points of good sitting posture.

At school, seats are usually adjusted or changed at least twice a year so that each pupil will be in a seat which is the right size for him. The desk is adjusted to the right height so that the arms rest upon it easily when you are writing. Be careful to sit facing straight ahead when you write. Do not twist the body to the

left because this pushes up the right shoulder and lets the left shoulder drop down. From such habits as these, many people come to have a right shoulder which is higher than the left.

Read the sentences below. In each blank space there are the same number of dashes as there are letters in the word which is left out. Write down on a sheet of paper the word which you think has been left out in each sentence. Then read the sentence with the word in its place and see whether the class will agree that it is the right word. When you have found the correct word, you will have learned a rule about good standing or sitting posture.

1. Walk like an Indian with your — — — — point-ing straight ahead.
2. Stand tall. Pull your — — — — — — — — in and lift up your — — — — —.
3. Hold your — — — — high.
4. Sit with your — — — — flat on the floor and your — — — — pushed well back against your chair.
5. Bend the body forward from the — — — — when writing at your desk.

We spend so many hours in sleep that it is well worth while to see that we sleep in a proper and comfortable position. The way you sleep has something to do with the way you stand. Stretch out comfortably in bed. Use a low pillow or, better still, none at all. This will help to keep your body lines straight.

You have learned some ways to practice good posture. Wholesome food, enough rest, and plenty of sleep will also help you to build a body which is strong and straight. If you feel well and strong, you are likely to hold your body erect. If you are sick and tired, the body is likely to droop.

Learn to tell good posture when you see it in other people. Get and keep good posture yourself.

Practice in Health Training

1. Silently imitate a sad person, then a happy person. Silently imitate a tired person, then a rested person. Could you express these actions very well without using your body?
2. The class may walk around the room in good

posture. Let the teacher decide whether you stand tall and walk with ease and grace.

3. If your principal wishes to send some one to take an important message, why do you think he might choose a pupil with good posture? Could he choose you?
4. How many hours do you sleep at night? Do you sleep in a comfortable outstretched position during all these long hours or do you sleep tied up in a knot? Why does a scout prefer to sleep without a pillow?
5. Recall the story of the *Three Bears*. Why did the middle-sized bear have a middle-sized chair? Why do schools have small desks for the first-grade children and large desks for the fourth-grade children?
6. Can you think of some ways of improving your sitting posture when you are reading at home?
7. Why should you avoid carrying your little brother or sister? Why should your little brother or sister not try to lift you?
8. Tell a good way of carrying your books to school.
9. Make a poster with good posture practices on it.
10. As a special way of gaining good posture, try this stunt. Stand with your heels a few inches from the wall. Then flatten yourself against the wall so that your body touches it from your hips up. Swing forward from the ankles and walk away with the head and body in this position.

VII

HOW SLEEP AND REST COUNT

Did you ever read or hear any stories about the opossum? Do you know what a clever animal he is? Let me tell you what is meant by "playing possum."

The possum is an animal about the size of a large cat. He lives in the southern states. His name is really opossum, but he is usually called "possum." He has dark coarse hair with a yellow tinge. His nose is sharply pointed and his tail is long and sleek. He lives chiefly on insects. In the fall of the year, when persimmons are ripe and sweet, he feeds upon them and gets very fat. He likes to eat young chickens too. After dark he often goes sneaking to the chicken house. When the hens hear him, they cackle loudly.

The farmer gets his lantern quickly and goes quietly toward the noise. When the possum sees the farmer coming, he drops on the

Playing possum.

ground and becomes quite limp. He closes his eyes and makes believe he is dead or asleep. He is too lazy and fat to run; so he tries to fool the farmer. To make believe that you are asleep is "playing possum."

Did you ever play possum? There are many times when this is a good thing to do. Sometimes when you are very tired of playing, you stop and rest. Did you ever see a football player roll over on his back and play possum? He takes a few minutes out of his play to rest

and relax. He loosens his muscles, keeps his eyes closed, and rests quietly. When the coach blows the whistle, the player is quickly on his feet again, ready to play.

When you are playing a game, sometimes you call out "King's excuse!" or "Time out!" This means that you wish to stop a minute to rest because you are short of breath or tired. Remember it is as much a part of the game to rest as it is to play.

Sometimes you are very tired after long hours of play, work, study, riding, or walking. If you have been sick, you may tire very easily.

Your body needs to rest. When night comes, you begin to yawn, stretch, and rub your eyes because you are so sleepy and tired. Sleep rests your muscles, your brain, your eyes, and all parts of your body. Your heart gets rest because it does not have to beat as fast during sleep as when you are working and playing. Sleep makes you feel cheerful and ready for work. One can often tell from the way a child acts that he is having too little sleep.

A daily rest period is a good health practice.

Two important times for rest are before and after eating. Were you ever too tired to eat? A rest period before the meal will help you enjoy your food more. Did you ever feel sleepy after you had eaten? A short rest after eating will help you digest your food.

It has been found that a child grows most rapidly during sleep when his body is relaxed. A sleep program has been worked out for children of different ages, showing how much

sleep every child should have. This program tells you when to go to bed and when to get up. Find out from the table below what your hours of sleep should be so that you may train yourself in the right way.

HOURS OF SLEEP FOR CHILDREN

Age	*Bed Time*	*Rising Time*	*Hours of Sleep*
6-8	7 P.M.	7 A.M.	12
8-10	7:30 P.M.	7 A.M.	11½
10-12	8 P.M.	7 A.M.	11

When mother reminds you that it is bed time, what do you do? What do you say? Do you go at once and get ready for bed? There are many things to do in getting ready for bed. You get your sleeping clothes. Then you prepare to wash. Sometimes you take a bath. When you do not bathe, you wash your hands, face, and neck. You brush your teeth. You hang up your clothes so that they may air during the night. You open your windows at top and bottom to let in the fresh air.

In the summer time you want your windows

Fresh air, sleep, and rest will help to make you strong.

open wide because you like to feel the cool, fresh night air. In the winter time some people forget sometimes that we need fresh air just the same. Should you like to know how to raise the windows in your room on a very cold night? You do not want to raise all your windows, because the cold wind will chill you. Yet you do wish to have enough air coming into your room. By opening the window just a few inches at the bottom and at the top you will

have plenty of fresh air circulating in your room. You will find it more comfortable to use covering which is warm but light, rather than heavy covering.

Look at the picture of a bedroom. You can see from the window where the fresh air comes in and where the used air goes out. The fresh air comes in at the bottom and in the middle of the window. The used air goes out at the top of the window. On a cold night arrange your windows in this way and see if you do not enjoy the fresh air.

In some homes there are sleeping porches where children sleep out of doors the year around. In the cold north, people sleep mostly indoors. When summer comes, everybody in the north, south, east, and west tries to spend some of the summer days out in the open. Summer time is camping time. It makes you feel good to sleep in the open. You have a better appetite and more energy because you are breathing fresh air.

Once people thought that night air was

harmful. Now we know that it is just as healthful as day air.

In the summer, children from the city often spend their vacations in an open-air camp or open-air school. Perhaps some of you have been in a summer camp and can tell some of the things that are done there.

Every camp has certain rules for the campers to follow. There are rules about play, study, sleep, and eating. There are rules about cleanliness and the care of your tent. At one such camp, high up in the mountains on the edge of a beautiful lake, the campers live in cottages and tents. When each camper arrives, he is given a copy of the rules of the camp and is asked to follow them. These are the rest and sleeping rules:

1. Go to bed when taps are blown.
2. Open the flaps of your tent wide.
3. Use enough light-weight warm covering, but not too much.
4. Do not use a pillow.
5. Air your clothing during the night.
6. Rise when reveille is blown in the morning.

7. Air the bed clothes each morning.
8. Rest before and after eating when possible.
9. Relax during your rest periods.

At night time the camp supervisor visits each cottage and tent to see that all are comfortable and that all lights are out. You cannot sleep well with a light burning in your room. Sometimes the supervisor finds a camper sleeping in an awkward position and shows him a better one.

The clear call of the bugle awakens every one in the morning. The campers rise promptly. They are rested and ready for the activities of the day. Before breakfast each camper suns his bed clothes. After breakfast he puts his room or tent in order.

During school months you need some training rules for sleep and rest. Do you not think that you might use these camping rules? Perhaps you would like to change some of them or add a few rules of your own. Write these rules on the blackboard so that every one may know what your training rules are.

A good way to train yourself to go to sleep promptly would be to imitate the possum. As soon as you get in bed, close your eyes, relax, and make believe you are sound asleep.

Most of you have been in training for health now so that you do not have to be reminded to follow the rules, to be a good sport, and to practice hard. You are the kind of boys and girls who make good campers and who can teach others how to camp. Long hours of sleep in the fresh air will count toward making you strong and healthy.

Practice in Health Training

1. Name signs that tell when you are sleepy. Should we wait until we are very tired before we go to bed?
2. Name some things that you should do at night if you want to go to sleep quickly.
3. Answer each of the following questions by the word *yes* or *no*.
   a. Should children stay up every night until their parents go to bed?
   b. Does rest help children to have good posture?
   c. Is it good to rest before lunch?

d. Do strong children need rest?
e. Do all children need rest and sleep?
f. Do fourth-grade children need more sleep than eighth-grade children?

4. After your arithmetic or writing lesson, take a few minutes to relax. Can you relax as well as the possum?
5. Examine the picture of the girl who is asleep. Why is the position in which she is sleeping a comfortable one?
6. Can you sing some song about sleep or recite some poem which tells about sleep?
7. Make a poster describing one of the camp's rules for sleep and rest.
8. Perhaps you can make a model camp on a wide board. Use scissors, paper, sticks, rocks, green shrubs, and other small articles.
9. Keep a record of your sleeping hours for a week. How many of the children in your class slept eleven hours each night?
10. Have a radio talk on sleep and rest. Imagine the radio is near the door in the classroom where the speaker may stand.
11. What does "when taps are blown" mean?

VIII

SAFETY PRACTICES

Name some safety signs you have seen on electric cars, public buildings, elevators, and streets. These signs remind every one to be careful.

To play the safety game calls for team work. Every one must play fair if the safety game is to be won. Children who live in large cities are taught safety rules about crossing the streets. They watch for the Go and STOP signals. Before they cross, they look to see if the way is clear. They wait their turn to cross the street.

A good sport will patiently wait his turn. He plays fairly in the safety game and does not try to cross the street before it is time. If he crosses out of turn, he may have to pay a penalty. A penalty in your team games is a forfeit, something which must be given up because the right thing was not done. What

penalty do you think you might have to pay if you crossed the street out of turn?

Children who go to rural schools need to have safety rules also. Some children in the country walk to school; others ride. Those who walk on the highway must remember to be careful and watch for automobiles. The children who ride in the school bus must obey certain rules.

The school board selects a careful driver who has a steady hand and head, and who has good ears and eyes. Read the rules below for the children who ride in the bus and tell which of these require good team work and sportsmanship. Tell also which of these rules the children themselves can be responsible for.

1. Wait until the bus has come to a complete stop before you get on or off.
2. Observe all traffic rules, especially at crossings.
3. Stop before railroad tracks; look and listen for trains before crossing.
4. Do not talk to the driver except when necessary.
5. Help the driver by your good conduct.

Children can help the bus driver by being careful to obey the safety rules.

You can help to make your school and community safe if you will follow such rules whether riding on a street car or bus. In some schools there is a safety program each year at which the school children tell what they have learned about safety. Sometimes there is a poster contest in which attractive posters are made by the children.

Look about your yard and home to see if you can find anything that is likely to cause an accident. There may be old boards with nails in them or a loose plank in the porch steps. If there is something which you cannot fix, talk to your father or mother about the danger. They may not know about it. Make a list of the things you can find which might cause accidents at home.

In one school the boys and girls made scrapbooks which told all about *Safety First* in their town. They wrote compositions about safety. Some of the best of these papers were read before all the grades during assembly period. These children helped to make their homes and

community safe. What are you doing to prevent accidents and fires?

Now that you are older and wiser you can teach younger children how to avoid danger. Sometimes younger brothers and sisters want to play in the street or go too near deep water. You can explain to them why it is dangerous

You can help to train younger boys and girls in safety.

just as your mother and teacher have explained it to you.

A fourth-grade teacher once wrote this sentence on the board: "A good look may save a good life." She asked her pupils to explain the meaning of it. Then she told them this story.

Ginger was a puppy only eight months old. He lived at Hillcrest, a farm three miles from town. One Saturday Ginger went to town for the first time with Master John and John's father to help buy groceries. At the sound of street traffic Ginger became excited. He jumped and snapped at all the passing cars.

"Be quiet, Ginger! Be quiet," said John. But he found it difficult to explain to Ginger just why he should not bark at these strange sights and noises. He held Ginger tightly in his arms until they reached the grocery store. John knew that dogs were not welcome in the store; so he left Ginger in the car.

"Now, Ginger, stay right here and don't

bark!" said John. Then he ran to catch up with his father.

As soon as John had disappeared, Ginger jumped down out of the car. He ran here and there smelling of everything. This was Ginger's way of becoming acquainted. Once in a while he ran back to the car to see if John had returned. Then off he would run again. Ginger had been smelling something he thought was good food. He decided to cross the street and find out what it could be.

He found it almost impossible to cross on account of the passing cars, but he thought he would try it anyway. So he ran into the street, barking and snapping at the fast moving cars. Without warning, a car came around the corner. Quickly Ginger turned to run back on the sidewalk. But before he could take one step the car had run over a front leg. He gave one loud yelp after another. By the time he limped back to John's car his yelps were very faint. He curled up under the running board of the car, waiting for John to return.

At last Ginger saw John coming. He began to quiver and make little sounds. He tried to lift his right foot but could not. John quickly picked up his puppy and examined the legs. He could see that one leg was badly hurt. He tried to stand the puppy on his feet, but Ginger gave pitiful little cries and trembled.

By the time his father arrived, John had decided what he should do. He had helped the school doctor several times when health examinations were being made, and he learned a great deal about what doctors did.

"A doctor is one of a child's very best friends," he remembered his teacher saying.

"He was friendly. I shall take poor little Ginger to him. I know he can stop the hurt," thought John.

John's father told him he thought the school doctor would be too busy to help with his puppy.

"But, Father," said John, "Miss Bell says Dr. Williams is one of our best friends. Please let me take Ginger to him."

"Very well," said John's father, "I will take you to his office and you can have Ginger attended to while I finish the shopping."

As John sat in the doctor's waiting room holding Ginger very carefully, he felt sure that the doctor would help him.

"Dr. Williams does not know my puppy, but he does know me," thought John.

"Hello, my little man. What can I do for you?" asked Dr. Williams. For a minute the doctor's voice startled John. He became too timid to talk. But Ginger spoke by making quivering little hurt sounds again.

"Oh, it's the dog. Let me see how he is hurt," said the doctor. He examined first one leg and then the other.

"I'm afraid one leg is broken," said Dr. Williams. "Come, let us go into the office and put it in splints."

While the doctor carefully bound the broken leg, he talked with John about Ginger. John smiled. He was glad to know that Dr. Williams knew so much about dogs.

What automobile safety rules for boys and girls can you make from the story of Ginger? What questions do you think the doctor asked John about his dog? What did John tell his father about the doctor?

Practice in Health Training

1. On a sheet of paper fill out these safety signs. Be able to tell where you have seen them.
   a. Stop, look, and ———————.
   b. Safety ———————.
   c. Dangerous curve ———————.
   d. Watch your ———————.
   e. Make it a ——————— Fourth of July.
   f. Rats and matches are sometimes enemies of ———.
   g. Prevent ——————— fires when camping.
   h. Play ball on the playground but not in the ———————.
2. How do policemen, firemen, and watchmen help to prevent accidents?
3. Does your school have a fire drill? What is the school fire signal? Why should everybody respond at once to the fire signal at school?
4. Tell how your mother practices safety rules at home.

5. Write a short story about what causes most accidents in homes.
6. Make a pasteboard STOP-GO signal. Take it to the first grade and tell the children about the safety rules for crossing streets.
7. Does practicing safety rules help to keep you well?
8. The class may plan some way to send a letter to the State Safety Council or Department to ask for printed material on safety.

IX

GOOD EARS AND EYES

A wee small girl, not much bigger than a brownie, went for a walk one day through the town flower garden. There were many beautiful flowers and there were singing birds in the trees. Wee Brownie, for that was the name her father had given her when she was a baby, had wished that she might see what was over on the other side of the big garden. Today she decided to walk over there.

When she came to the edge of the flower garden, she could see a big building with beautiful colored glass windows. Wee Brownie thought it was the most beautiful building she had ever seen. She wanted to see what it looked like inside; so she crossed the street and entered the building.

At first, all was darkness and she could not see much, but after standing still for a few minutes she could see better. Then she walked

until she stood in the center of the building, where she could look up at the high ceiling and the beautiful windows. The windows were much more beautiful inside than out, for the sun was shining through the stained glass.

Wee Brownie thought she had never been in such a quiet place before. As she started away she thought she heard tiny footsteps. She was curious to know if any one lived in this beautiful place. She called, "Hello."

Quickly there came a wee reply, "L-o-o."

Again Wee Brownie sang out "Hel-lo-o-o," and the same wee voice replied, "L-o-o-o-o-o."

"Who are you?" asked Wee Brownie.

"Y-o-u," sang back the wee voice.

Then Wee Brownie laughed right out loud, for she knew where the voice came from. Quickly there came ringing in her ears a wee musical laugh that sounded like her own.

Now whenever Wee Brownie walks in the flower garden, she remembers to go to the big building so that she may talk with her friend whom she calls "Wee Echo."

The ear is a delicate instrument and needs to be well cared for.

Did you ever stop to think about the number of beautiful sounds your ears hear every day? Music, songs of birds, laughter, airplane whirs, and the whistling of the wind are some of the pleasant sounds we enjoy. Sounds travel through the air in waves and our ears pick up the sound waves.

Your ears are finely made instruments, and you do not want to let anything happen to them. If anything goes wrong with your ears or if something gets into them, you do not hear well. Sometimes people become deaf.

Your teacher or the school doctor tests your ears to find out how well you can hear. Perhaps you have had your ears tested by listening to a watch or by hearing some one whisper to you. In some schools the hearing of the pupils is tested by a sort of telephone called the audiometer. How are ears tested in your school?

Some children have a play way of testing their hearing, which they call the "Listen-a-while Game." You may like to play it. When

the signal "go" is given, you close your eyes and listen very carefully to all sounds. You may hear loud sounds near you or small sounds far off. When the signal "stop" is given, you open your eyes and tell the number of noises you have heard. The child hearing the greatest number may name them.

Did your doctor ever put a piece of cotton in your ear? Did you ever put stoppers in your ears when you went swimming? If you did, you discovered that you could not hear as well because the sound waves could not enter your ears. Sometimes when you have had a cold, your ears may have felt stopped up, and you may have had an earache. If such a cold is neglected, it may cause one to become deaf. Just as soon as you discover that there is something wrong with your ears, report it to the school nurse or to your doctor.

Your eyes, also, are finely made instruments and need to be well cared for. You yourself can do most to protect them and give them good care. Your teacher or the school nurse

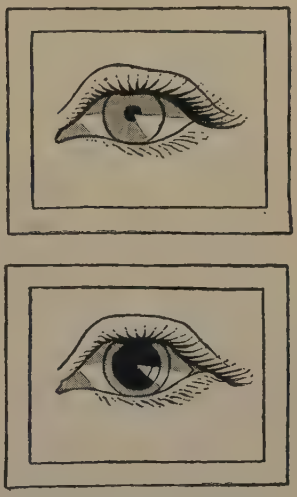
When you study, read, or sew, place your chair so that the light comes over the shoulder and there are no shadows on your work.

may test your eyes, but she cannot take care of them from day to day.

Look at the picture of the boy reading. He is sitting so that the light comes over his shoulder. Is not this a better way to sit than to face the light? Notice, too, that he is holding the book about eighteen inches from his eyes.

Have you ever noticed that the size of the pupil, or the black spot at the center of the eye, is not always the same? Here is a good way to see how the pupil changes in size. Let

the members of the class stand in the aisles by twos. One child of each pair will look out of the window where the light is brightest and the other will look toward the darkest corner of the room. After a few seconds, let each child notice the size of the pupils in the eyes of the other. Then let the children change places and notice the size of the pupils as before to see what change has taken place. Is the pupil larger or smaller when bright light enters the eye? When the light is dim, the pupil becomes larger so that more light can enter.



The size of the pupil changes with the amount of light.

This is what happened to Wee Brownie's eyes when she entered the dark building. Outside, the sunlight was bright and the pupils were small. If the pupils had been wide open then, the bright light would have hurt her eyes.

When she first entered the dark building, she could not see anything. Then her pupils grew larger to let in more light and she could see quite well.

Have you ever noticed that your eyes feel uncomfortable if you try to read where the light is either too dim or too bright? In either case the eyes soon tire. The light should be steady and not flickering. You have just learned that the pupils become large when the light grows dim and become small when the light grows bright. If there is a flickering light, the pupils are trying to change their size all of the time.

If you sit too near the moving-picture screen, you notice that the pictures flicker. It may hurt your eyes or give you a headache. What kinds of street lights or house lights flicker? What kinds of lights are steady?

When you read or study at home, do you sit so that the light will come over your shoulder and fall upon your book? Notice how far you are holding your book from your eyes. Why

should you not rock and read at the same time?

When you write, the light should come over your left shoulder so that there will be no shadow on your work.

If your eyes tire easily or if you have a headache often, it may be a sign that the eyes need attention. If they feel badly, do not rub them, for that will make them worse. You may need to go to an eye doctor to have them examined. Some children need to wear glasses so that they can see better. If your doctor wants you to wear them all the time, do as he tells you.

Of course, you want to have good ears and eyes and you want to remember to take good care of them. Here are four training rules every boy and girl in training for health should practice:

1. Protect your ears and eyes from any kind of injury.
2. Have your ears and eyes tested every year.
3. Avoid flickering light, shadows, bright lights, and dim lights.
4. Go to a doctor if your eyes or ears are giving you trouble.

Practice in Health Training

1. Name some of the things you could not do if you could not hear or if you could not see.
2. What should you do when you have an earache?
3. What should you do when your eyes hurt?
4. How does good hearing help you to avoid accidents? During storms on the coast, a sea captain is often kept out of danger by the cries of the sea gulls on the rocks. Explain this.
5. Give two reasons why an air pilot wears goggles.
6. Make a rule about looking at airplanes on sunny days.
7. Why should you not read on a train or street car?
8. Write a short story about "How I take care of my eyes when I go to motion pictures."
9. Find the word which fits into the blank spaces and which will make a correct sentence. Write the sentences on the blackboard.
   a. When I read, the light should come from over my ————————.
   b. When reading, I should hold my book about ———————— inches from my eyes.
   c. Light from over the right shoulder throws a ———————— on my writing.
   d. Earache is a warning sign, and I should go to see a ————————.
   e. I could not enjoy music unless I had good ————————.

X

OUTDOOR TRAINING

Look at the picture of the two plants. The two bulbs from which these plants came were planted on the same day. One was later placed

in the window in the sunshine to grow. The other was placed in a dark closet. Each day they were given water. After four weeks they were placed together on the teacher's desk. The bulb which was given plenty of sunlight and water grew into a sturdy green plant. The

one kept in the dark grew rapidly, but did not grow strong. It was yellow instead of green, and its stem and leaves were limp. This showed that it was not a healthy plant.

Boys and girls who spend all of their time indoors may be like the plant grown in the dark. You need sunshine to make you grow strong. Your bodies need it to give them color. Can you tell the difference in the color of a boy who has lived out of doors and one who has stayed indoors out of the sun? Perhaps you may know some one who takes sun baths. Some children who have lived in a big city all their lives where they could not play in the sunshine need to take sun baths. Sunshine on the body gives a coat of tan to the skin and helps to make the bones strong. Some of you have become tanned in the summer time when you were on the coast or at a farm. Others have been tanned by going swimming.

There is a right and a wrong way to get tanned. You may have known a boy or girl who tried to become well browned in one day.

Instead of being nicely tanned, he was red, blistered, and sick. The right way to get your skin tanned is to get it used to the sun little by little. When taking a sun bath, remember to protect your eyes from glare. You may do this by wearing an eyeshade, by using dark glasses, or by covering the eyes with a dark cloth. First let the sun shine on your legs and arms for a few minutes only. After several days, you may stay a longer time in the sun and you may let it shine on more of your body. Gradually your body will be tanned all over.

A coat of tan will help to keep you well and strong during the winter months. It will make your bones stronger, and you will be able to do harder tasks than you did last year.

People who live in countries where the sun shines all the year around usually have brown skins. Sometimes the sun is too hot, then it is best to be protected from it during the middle of the day. This is why the Mexican wears a sombrero, or "shade hat."

In the hills of Mexico a race of Indian peo-

ple live who are famous as great runners. The men, women, and children can all run long distances. They spend much of their time in the open air. They practice running and develop strong bones and muscles. These Indians have hardened their brown bodies by living in the fresh air and sunshine.

You too are in training to develop strong bones and muscles. *Play a part of every day out of doors* is one of your training rules. American children know how to play many outdoor games. Besides the ball games, they enjoy skating, swimming, hiking, and bicycling. They have great fun playing with kites, tops, and marbles. They build caves, houses, and carts. Which of these games do you like to play best?

When you weed the garden, chop wood, rake the yard, or do any kind of work, you exercise your muscles in the same way that you do when you play. There are muscles in all parts of the body—in the legs, arms, hands, feet, abdomen, back, neck, and face. The heart

is a large organ made of muscle. It needs to be strong to pump the blood to all parts of the body. Vigorous exercise is needed to keep *all* muscles of the body strong.

There is health in outdoor exercise.

Fresh air makes you feel very much alive and it gives you a good appetite.

When you sit on the floor and play a game of jackstones, what muscles do you use? When you hike or weed the garden, what muscles are used? Which of these exercises requires the greater number of muscles? Every day in summer and in winter you should play some game or do some work for exercise.

Play and work in the open air give you a good appetite and make you sleep soundly. To have the fresh air blowing on your skin makes you feel very much alive. Sometimes you have gone into a room where the air was so still that you felt uncomfortable. When you stepped into the open air again, how good it felt as it blew against your skin. It is well to remember that our skins like to be bathed in fresh air as well as to be bathed in water.

Loose clothing gives the air a better chance to bathe the body and to keep the skin in a healthy condition. Sometimes when you wear high boots or overshoes, your feet do not get enough air. When you get your shoes off, you feel much better. Perhaps you have worn a rubber raincoat. Do you remember how much more comfortable you were when you got where you could take it off and let more air get to your body? Loose clothing allows you to stretch, kick, and exercise freely. It is much more comfortable and sensible than tight clothing. Garters, belts, and other tight

clothing interfere with the circulation of the blood.

During vigorous exercise you sweat, or perspire. This is a way your body has to cool itself. Because you feel warm after exercising, you may want to cool off too quickly. It is dangerous to do this, for you may chill your body. Just as soon as you stop exercising, put on your sweater to keep from chilling your body and taking cold. This is a strict rule which every coach requires his players to follow.

When you exercise, you breathe more rapidly and your lungs take in more air. Lungs are large air sacs in the chest. It is their work to take in the air and pass it on to the blood. Your nose warms and cleans the air, making it ready for your lungs. The hairs in your nose strain out particles of dust. The moist walls dampen as well as warm the air. You see now why you should breathe through your nose instead of through your mouth. Your mouth can neither clean nor warm the air properly. Give your lungs a chance to do their work well by

keeping your mouth closed and breathing through your nose. Remember that your lungs benefit by being completely filled as they are when you play hard.

Once there was a neighborhood in which all the children played together. The mothers were good friends, too. One day the mothers were talking together and they decided to make some play rules which all the children would obey. These rules were:

1. You may play together in the open air every day.
2. You must stop play and come home immediately when called.
3. Do your work in the same spirit as you play.

The children liked these rules because every one did the same thing. The mothers noticed how much some of the children were benefiting from the sunshine, fresh air, and exercise. They agreed to add the following rules to the list:

4. Wear your clothing loose and comfortable.
5. Put your sweater on after vigorous exercise.
6. Tan your skin little by little.

What do you think about these training rules for fresh air and exercise? Can you think of any others?

Practice in Health Training

1. On which side of a house do most plants grow best? Why? How does the grass look when it is growing under a board or stone?
2. Were you ever in a house which had a sun parlor or sun porch? Describe how it looked.
3. Explain how the farmer and the sailor get their coats of tan.
4. Name a game which makes you breathe deeply. Name one which makes your heart beat faster.
5. Why is a blanket thrown over a race horse when the race is finished?
6. When do you have the best appetite? Does fresh air or exercise have anything to do with it?
7. How do you feel when you sit in a room with no fresh air blowing in?
8. What can your class do to help keep the air in your schoolroom fresh and cool? Do you have a thermometer inspector?

XI

TRAINING RULES WHICH MUST NOT BE BROKEN

Athletes in training in high school or college have many training rules which tell them how to play the game and what to do to keep the body in good condition. They are also warned against certain things which they must not do. Two training rules which athletes have always been told they must never break are the rules which forbid the use of alcohol and tobacco.

The athlete is told that he will be put off the team if he breaks training by drinking or smoking. If he thinks so little of his body and has so little loyalty to the team as to use alcohol and tobacco, he should get off the team and let some other player take his place. These harmful substances keep the athlete from doing his best work. He is unfair to himself and to his team when he uses them. Let us find out just

how and why these substances injure the body of the athlete or of any person.

Doctors who have studied the harm which comes from using alcoholic drinks (wine, beer, and whiskey) find that these drinks make the work of the heart much harder. The heart beats faster and more feebly. It has been found also that people who have the habit of using alcoholic drinks do not, as a rule, live as long as other persons.

What alcohol does to the brain and nerves is noticed most quickly. When a man takes enough alcohol, he loses all control of his body and mind. He is unable to move and he does not know what is going on any more than when he is asleep or when he takes ether.

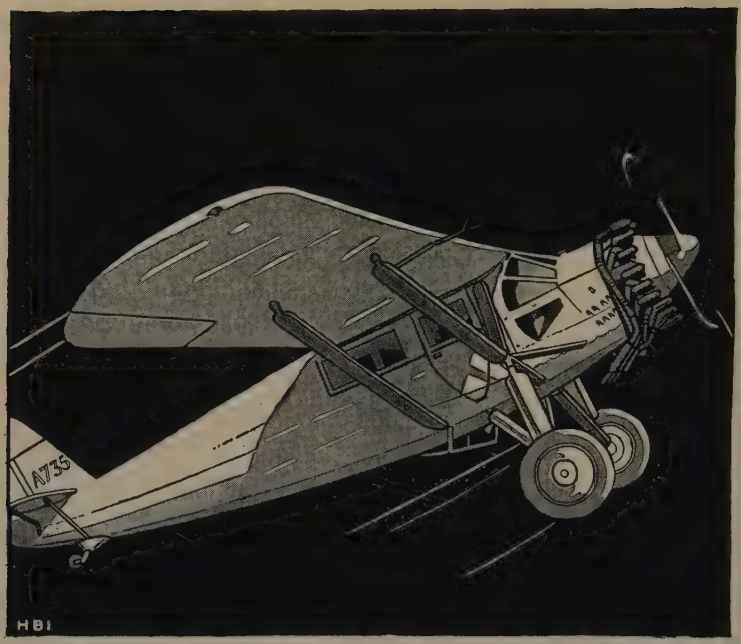
When one takes a smaller quantity of alcohol, the result may not be so severe and he may only partly lose his control of body and mind. The results are similar, however. He may make mistakes or do poorer work. Alcohol always interferes with the best use of the body.

A man who has been drinking does not have

a clear brain. Often he does not know just what he is saying. Some men become silly and foolish. Others are made cross and ill-tempered. Such a man is often unkind to his wife and children. He will do things under the influence of liquor which he would never do if he were himself. He feels stupid, sick, and cross. He sleeps poorly and does not have a good appetite.

People do not want to employ a man who drinks. No engineer is allowed to work on a railroad if he uses alcohol, because such a man is not in full control of his body and mind. He cannot be depended upon, and that might cost the lives of the passengers. The engineer must have a quick mind, a steady hand, and a clear eye. He cannot have these and have alcohol too.

You see that alcohol is an enemy which may rob a whole family of its happiness. A man may spend money for liquor which he should use for something else. Then he loses his job and does not earn money. He may become



The airplane pilot does not use alcohol.

cross and unkind toward the people at home.

A pilot of an airplane must have a steady hand and eye. He must be able to think and act wisely and quickly. You would not feel safe if you rode in an airplane with a man who drinks. If he is strong, alert, and steady, he will be trusted with people's lives. If you

were planning to ride in an airplane, you would like to know that the pilot could be trusted.

There is another reason for not using alcoholic drinks. Because of their dangerous effects, this country has passed a law forbidding their manufacture and sale. A person who makes or sells alcoholic liquors is disobeying the law, and a person who buys them is really encouraging the seller to disobey the law. Good American citizens want to obey the laws of their country, and to help other people to keep the laws.

Did you ever hear a scout repeat his oath? This is what he says:

On my honor I will do my best to do my duty to God and my country and to obey the scout law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.

You are training yourself in health because you wish to be a successful citizen. To be successful, you must know the effects of alcohol

and avoid its use. These are some facts you should know:

1. Alcohol interferes with health because it poisons the body.
2. Alcohol weakens self-control.
3. Alcohol keeps one from doing his best.
4. Alcohol causes one to make mistakes, because it makes the hands shaky and the mind sluggish.

The other thing which coaches forbid athletes to use is tobacco. This is also a harmful substance. It is not as dangerous as alcohol, but it does injure the body, as we shall see.

It is more harmful to boys and girls than to grown-ups, because it hinders growth. Young animals do not grow well if they are given tobacco, because it contains a harmful drug called nicotine. Children who work in tobacco factories have been found to be stunted, which means that they have not grown as much as they might. Many boys who have begun to smoke without realizing this danger have found that they grew better and felt better when they went into training for health and gave up this habit.

No boy who uses alcohol or tobacco can stay on the team.

Smoking also interferes with the memory. Young people who smoke a great deal become forgetful. They are less likely to be cheerful and happy. They often have headaches and buzzing noises in their ears.

Smoking has a bad effect upon the heart. Many people who have heart trouble are forbidden to smoke by their doctors. It is said that

smoking reduces the size of the lungs and that it makes the mind work less well.

When a person first smokes, it often makes him quite sick and dizzy. This is a warning from the body that tobacco is not good for it. All scientists are agreed that tobacco is injurious to growing boys and girls.

You may know some coach who does not allow the boys on his team to smoke. This is because he is interested in the health of the players and because he wants each one to do the best he can in the game. If a player in training is asked to smoke or drink, he politely refuses, by saying, "No, thanks, I am in training."

Smoking interferes also with training for the game of health. Every one should learn to refuse things which are harmful. To refuse to do something which injures the body is manly. To be persuaded to do something harmful is not manly; it is weak and foolish. To be manly enough to control oneself and keep away from harmful things is practicing one of the important training rules.

Practice in Health Training

1. Use the following words in sentences:

alcoholic	*poison*	*prohibit*
prevent	*alert*	*successful*
interfere	*steady*	*reliable*

2. Explain why using tobacco is not a clean habit.
3. If a man smokes three cigars each day and they cost him ten cents apiece, what will smoking cost him each month? What other useful thing could he buy with the money saved in one month?
4. Explain what is meant by self-control. Do you ever have to practice self-control about eating candy?
5. Why is it harmful to take a drug or a drink that keeps you from sleeping well?
6. Why is it manly to refuse to take an alcoholic drink?
7. Explain the meaning of this sentence: "Alcohol is an enemy and not a friend."

XII

SPORTSMANSHIP IN THE HOME

You have learned that a good sport can do the right thing even when the wrong thing is more pleasant. You know how to be a good loser. You have learned to wait your turn in the line at school. In the morning health review you have reported your health practices faithfully. Have you thought that good sportsmanship requires you to be a good sport at home as well as at school?

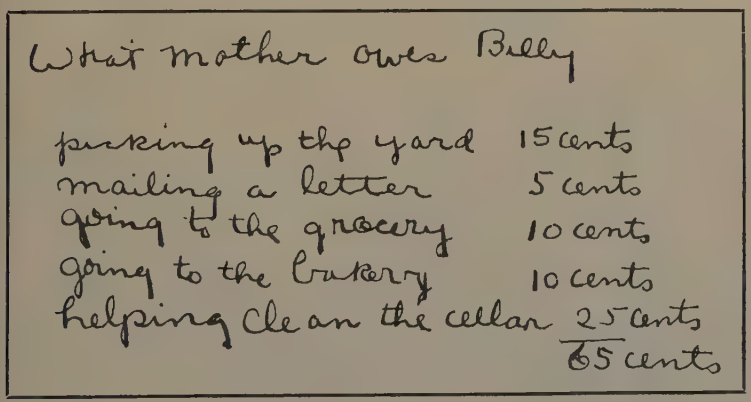
Making a happy home is a game which must be played by every member of the family. If one member of the family is not a good sport, the others find it difficult to keep a cheerful home. Did you ever hear the story about "What Mother Owes Billy"?

Once upon a time there was a boy called Billy. He was ten years old. He lived with his father and mother in a big city. Every day he did many things to help his mother at home.

One afternoon Billy's mother had many things she wanted him to do. As he was coming home from the last errand, he saw a messenger boy leaving a package at a house and being paid for it. "Gee," said Billy, "if mother paid me for all the things I do, I would have a lot of money. She ought to pay me too."

As he went on home, Billy thought out a scheme. What do you suppose it was?

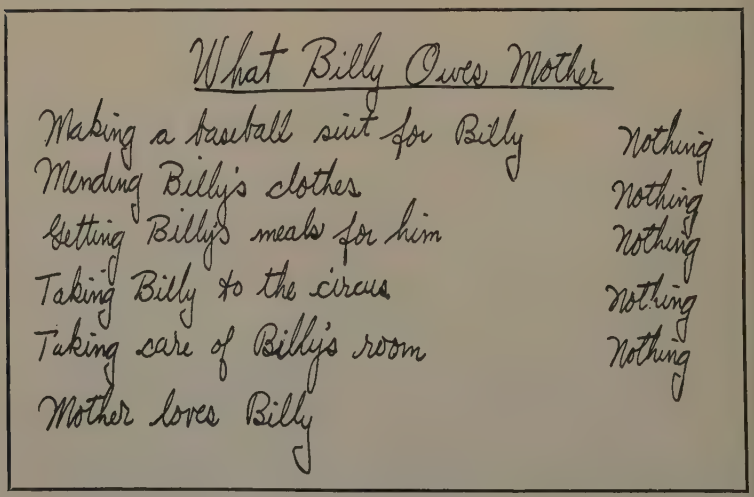
He went to his room and sat down with a piece of paper and a pencil. This is what he wrote:


What mother owes Billy
picking up the yard 15 cents
mailing a letter 5 cents
going to the grocery 10 cents
going to the bakery 10 cents
helping clean the cellar 25 cents
65 cents

Just before supper Billy put the paper beside his mother's plate. She found it before the

rest came to supper, but she did not say anything about it. Billy watched her eagerly. Once he wondered if she were cross about it. She did not seem to be cross; yet she did not mention the letter. "Will she give me the money, I wonder?" thought Billy. When he went to bed he was still wondering how it would come out.

The next morning, when he went to breakfast, he found a piece of paper beside his plate. This is what it said:


What Billy Owes Mother
Making a baseball suit for Billy Nothing
Mending Billy's clothes Nothing
Getting Billy's meals for him Nothing
Taking Billy to the circus Nothing
Taking care of Billy's room Nothing
Mother loves Billy

What do you suppose Billy did when he read that note? What would you have done?

Billy just threw his arms around his mother's neck and said, "I love you too, mamma. I didn't mean what I wrote on the paper."

Billy had found out that home is a place where people do things for each other cheerfully and without pay. Do you suppose he was a better sport for that? You have your part to do at home. Do you do it cheerfully?

Does mother have to pick up things after you? Do you bring dirt into the house on your shoes or are you careful to take off your rubbers and wipe your shoes before you go in? Do you take off wet clothing and wet shoes as soon as you get home? Do you help mother by keeping your clothing neat and clean? Do you close screen doors behind you?

When mother tells you it is time to go to bed at night, what do you say? When she calls you in the morning, do you get up promptly or does she have to call you many times? Do you get up quickly even when it is more pleasant to stay in bed?

This boy has formed the habit of washing his hands before he eats.

You have already learned some training rules about food. If you are a good sport at home, you get cleaned up properly before you go to the table, and when you are at the table you have good manners. You try to be polite and cheerful because that makes the meal time

pleasanter for every one. It also helps you to digest your food more easily.

You sit properly while you are eating. You take small bites and small mouthfuls. You eat slowly and chew your food thoroughly. You do not try to talk when you have food in your mouth, and you drink your water or milk only when the mouth is empty of food. You do not handle another person's food. These are some of the things you do if you are playing the health game at home like a good sport.

Sometimes father helps you to a new vegetable and asks you to try some of it. Do you act like a baby or do you really give the vegetable a good trial? Perhaps he gives you money to buy your lunch at school. If you are a good sport, you select a good lunch.

What kind of bathroom manners have you? A thoughtful boy or girl will leave the bowl and tub clean, will hang up the towels and leave the room in good order. The next person using the bathroom will find it clean, and he will leave it orderly.

Sometimes it may seem hard to tell the truth about your health practices if you have been careless or forgetful. If you fail to practice the right thing, be honest about it and that will help you to remember next time.

Once there was a school in the country up in the hills. There were many children in the building but only one teacher. Every morning the children inspected each other to check up their cleanliness habits. The teacher was in training, too, and each morning she was inspected.

One morning she came late to school. During the health review, when the captain was inspecting the teacher, she said: "I am sorry, but I did not brush my teeth this morning because I was called across the road to help a neighbor who was sick."

The children were sorry, too, but they were glad to know that they were not the only ones who did not always have a perfect report.

Here is a scoring plan by which you can find out how much you score in sportsman-

ship at home. For each rule in which you think you have a perfect record, give yourself a score of ten. If you think your record is not perfect, give yourself a score of less than ten, according to what you think it should be. Write down your scores on a sheet of paper and add them up. What can you do to raise your score?

SCORE CARD

	Points
1. I help cheerfully with the work at home.	——
2. I do not sulk when I am displeased.	——
3. I obey immediately when called.	——
4. I control my temper.	——
5. I set a good example to my younger brothers and sisters.	——
6. I am a good sport at the table.	——
7. I take off wet clothes promptly.	——
8. I help keep the bathroom clean.	——
9. I follow the rules of cleanliness.	——
10. I am honest even when it hurts.	——

Practicing good sportsmanship in these ways not only adds to the happiness of others; it also makes you happier. Much of your happiness comes from doing things for other peo-

ple. To practice good sportsmanship is much like practicing the golden rule: "Do unto others as you would have them do to you." Being an example to younger children, obeying without grumbling, and doing your work cheerfully are ways you have of making others happy as well as yourself.

These practices of good sportsmanship are good for your body also. Going to bed promptly helps *you* to get the right number of hours of sleep. Being cheerful at the table and eating your food properly helps *you* to digest your food. Taking off your wet clothes promptly keeps *you* from getting a cold.

Perhaps you know of some boy who has benefited by what he has done at home as did John Gray. John always seemed busy. Often when the other boys were playing games on summer mornings, John would be whitewashing the fence, mowing the lawn, washing windows, or helping to make a garden. By the end of the summer, he was deeply tanned and his muscles were hard and strong. Even his father

was surprised when he felt the muscles in John's arm.

When school opened in the fall, the boys began at once to plan for team games. John was made captain of his class team. He wondered why. When he talked with his father that night, he told him that he had been made captain. His father smiled and said, "Well, old boy, I guess working around the place last summer wasn't so bad after all. And I am just as proud of the back fence and the garden as I am of your being made captain."

Practice in Health Training

1. Let the girls in the class act a good sportsmanship story about dish-washing.
2. Let the boys act a good sportsmanship story about whitening the back fence.
3. How can you be a good sport toward a new child who may enter your school?
4. What are some of the signs of happiness? Find a picture which expresses happiness to use in a good sportsmanship poster.
5. Explain what is meant by this sentence: "What is worth doing at all is worth doing well."

6. Keep a record for a day of the good turns you do at home and at school.
7. Finish these sentences:
   a. You can get your exercise from both play and ————.
   b. Boys and girls can help more at home if they are well than if they are ————.
8. What picture or book have you seen or read lately which tells a story of a good sport?

XIII

SPORTS DAY AT SCHOOL

Do you remember from the first chapter of this book the plan for Sports Day at Marsh School? Perhaps you would like to know what the program was like. The second Friday in May was selected as Sports Day. Many plans were made by the teachers and pupils. The children sent written invitations to their parents, the school board, and to others who were interested, to come and join the games with them.

For several days much time was used in getting the school grounds ready. Distances and spaces were measured off for the different games. There were white chalk lines marking the boundaries for the races and relay games, and there were courts for the ball games. Bags filled with sawdust were placed as bases for the baseball games. Three white-line circles were made ready for the stunts and tumbling.

On the day for the sports a flag was flown from the pole. Folding chairs and benches for the visitors lined the sides of the field. All sorts of balls, gloves, bats, and nets were at hand ready for use.

"What can be happening?" asked every one who passed the playground that day.

"Oh, it is Sports Day. We are all going to play games, run races, and do stunts. Some of the grades are having matches in volley ball and baseball," said the children to those who were curious.

When the pupils assembled in the afternoon, each was wearing either a red or a blue arm-band, according to the team in which he had been placed. The team making the highest score in the games, having the greatest number of children taking part in each contest, and showing the best sportsmanship and skill would be awarded the championship pennant.

Everything was in readiness and the children were eager to begin. At last the whistle blew. Away went the teams in the sixty-yard

Every one works hard to help the team win.

race! Away hopped the boys and girls in the hopping relay! There were double relays, all-up relays, and over-and-under relays. Exciting

baseball and volley ball games were on. Wherever a game was in progress, there were teachers acting as referees and scoring the teams.

Every child was working hard for his team. There were times when their sportsmanship and skill were tested. The children had been training for so long in team games and in health practices that it always seemed easy for them to decide quickly what was best to do. If a child asked for "time out," his team mates remembered to wait patiently. Most of the children did not find it hard to control their tempers. After each game the players remembered to put on their sweaters.

After the relays and ball games were finished, the stunts were started. This was the part of the program that the children liked best, for they wore brightly colored costumes and did their stunts to music furnished by the high-school band. The three rings in which stunts were going on made the playground look like a three-ring circus. The children imitated the kangaroo, the tiger, the elephant, the

horse, and the giraffe. They pretended they were jumping-jacks, wheelbarrows, and rocking horses.

After this came the tumbling. There were clown suits of red and white and others of blue and white. Often the people on the side lines showed their enjoyment by clapping. The

The children imitated different animals.

children were very happy. The teachers were pleased, too, for their pupils were showing the good results of hard practice.

When the stunts and tumbling were over, each team divided into groups and played its favorite game. Slap Jack, Cat and Rat, Tommy Twiddler's Ground, Hunt the Fox, and Jumping the Rope were some of the games played. When these games were over, both teams joined in playing tag. The members of the Red Team tried to tag the members of the Blue Team and the Blue Team tagged the Red Team. When any one was tagged, he had to stand still with his hands on his hips as a sign that he had been touched and was out of the game.

While this game was going on, the judges were in the schoolhouse scoring the teams. When they appeared on the playground, the whistle was blown and all the grades assembled to hear the report. Every one was very quiet as the principal stood up to give the judges' decision.

"I have the pleasure of announcing that the Red Team has the greatest number of points and is declared the winner," he said.

Cheers went up, and every one applauded the team. Then, unexpectedly, the Red Team gave nine 'rahs for the Blue Team. There was much cheering and the principal had to wait until all were quiet again before he could finish speaking. He took from his pocket a pennant on which were large letters spelling C-H-A-M-P-I-O-N. Before he gave the pennant to the Red Team he said:

"I am pleased to present this pennant to the team which had the highest score in games won and also the best all-round record in the number of children taking part in the games, in sportsmanship, and in skill."

Again cheers, yells, and hurrahs were heard everywhere. The Blue Team and their teachers circled around the Red Team and sang the school song. All went home feeling very happy about their first Sports Day.

The next day at school the fourth-grade

children and their teacher talked over the different things that had happened. The question of having a Sports Day next year was brought up. "Are you willing to go into training again next year?" asked their teacher.

It seemed that every one wanted to go into training more than ever. Several children told how much fun they had had practicing the training rules. The teacher then said she wanted to talk to them about *keeping in training* during the summer. This is what she said:

"It is not long before 'the good old summer time' will be here. You and I are always glad when vacation time comes, for it seems more fun. You will be glad that school is over and that there is more time for play. You will eat more, sleep more, and rest more during the summer. I wonder how many of you are so well trained that you will keep up your health practices during vacation time? Your mother will help you, but you yourself will have to remember to keep in training."

Then their teacher placed before them a

large poster which had a picture of an airplane on it. Across the wings were written these words, "The Spirit of Good Health."

Your health practices during the summer will show whether you have the spirit of good health.

"It is going to be a long journey," the teacher explained, "from the time school is out until it opens in September. Some of you will spend your vacation at the seashore; some will go to the country; others will have a good time at home. I am going to put all of you into the Spirit of Good Health and send you off on your vacations for a jolly good time.

"When school opens in the fall I expect each one of you to return with the Spirit of Good Health. This means that you are going to try hard during vacation to keep growing by practicing your health rules. When school opens in the fall, I shall look for tanned skins, firm muscles, bright eyes, and happy smiles. I shall weigh you to find out how much you have gained during the summer, and I shall take your height to see how tall you have grown. These things will tell me what good sports you have been during the summer.

"How many of you think you can come back to school in the fall in the Spirit of Good Health? Are you willing to practice your

health habits every day? Can you remember to practice them without being reminded by your teacher? Boys and girls who can remember to practice the rules of the health game during their vacations can be trusted as pilots of the Spirit of Good Health."

Practice in Health Training

1. Explain what is meant by this sentence: "All work and no play makes Jack a dull boy."
2. What do you think this sentence means? "All play and no work makes Jack a poor sport."
3. Why should you play at recess time rather than stay inside or sit and watch others play?
4. Name some games and stunts your grade might have on Sports Day.
5. What signs of health will your teacher look for in September?
6. What health rules do you think you will have to be careful to remember during summer vacation?
7. Write a story on "How I am going to spend my vacation."

APPENDIX

The program presented in this book is primarily one of activity and health training. The amount of health knowledge and its method of presentation are adapted to the fourth-grade level. The class will probably spend a great deal of time in discussing the different health practices, in checking the extent to which these practices are now being followed, and in devising activities which will lead to the better establishment of right habits. This appendix may be helpful in the activity program.

Weighing and Measuring

Watching oneself grow is a procedure which is so interesting and so intimately related to the child's health practices that it may well be given a prominent place in the program. It is recommended that the children should be weighed every month and measured for height at least twice a year. This is to determine whether the child is growing regularly, and it may be quite distinct from any clinical use of weighing and measuring in the search for underweight children.

In weighing, use a reliable school scale and test it regularly for accuracy. Avoid moving the scales about if possible. The child is weighed in indoor clothing with coat or sweater removed, and it is pref-

erable that he should remove shoes. He stands quietly on the middle of the scale with hands at his sides. Weight is taken to the nearest quarter of a pound.

In measuring for height, use a reliable scale and some leveling device which may be placed upon the top of the head and make a right angle against the scale. A special measuring device may be made or a chalk box may be used.

A scale of inextensible and unshrinkable paper suggested by the Committee on Anthropology of the National Research Council is available from the American Child Health Association, 370 Seventh Avenue, New York City. This may be tacked or pasted on a wall or specially prepared board. Yardsticks or tapes fastened against the wall may be used. Care should be taken that the scale is accurately placed.

When being measured for height, the pupil stands against the wall with heels together. The back is straight; the head is against the wall, and the child stands as tall as possible with heels on the floor. The arms are at the sides in their natural position, and the head is in such a position that the visual axis is horizontal. If the measuring device is held in the left hand, the reading will be taken from the right margin of the scale. If it is held in the right hand, the reading will be taken from the left margin of the scale. The leveling device is brought down two or three times in succession on the top of the head with

enough force to feel the impact on the skull. The reading is taken from the last position.

About a half pound a month is the expected gain for children from eight to eleven years old. It is more important to determine whether the child is growing regularly than to emphasize a slight deviation from normal or average weight.

Individual weight cards and classroom wall charts recording age, height, and monthly gains may be useful.

The weighing period provides an opportunity to consider individual health problems with the child. Take care to give special encouragement to the child who does not gain. Failure to gain for a month or two is not serious, but failure to gain for three months or more is the result of some cause which usually can be found by an interested teacher or nurse. Many teachers find it useful to arrange a special conference on health habits with individual children who fail to gain in weight or who are in poor physical condition.

The Morning Health Review

It has become common practice to use about five minutes each morning in checking evidences of good or poor health habits. The class is usually organized with captains or inspectors to check the cleanliness of hands, faces, teeth, nails, handkerchiefs, and shoes, as well as the neatness of hair and clothing. At the

same time the teacher looks for symptoms of illness, such as colds and other communicable diseases, and sends at once to the nurse or doctor any child who is coughing or sneezing, or who has flushed face, red and watery eyes, a running nose, or a skin rash.

This morning health review is also used to carry on campaigns for the establishment of particular practices not subject to check by the morning inspection. Most teachers prefer to emphasize one or two habits at a time. Stories, discussions, and special reports may be introduced briefly.

The teacher takes care not to embarrass unfortunate children and protects them from the thoughtlessness of their classmates. Pupil activity and responsibility are developed as far as practicable.

Relaxation Period

At 10 o'clock in the morning or at 2:30 in the afternoon, if there has been no physical training or relief period up to that time, some schools allow pupils to stand by their desks facing the open windows for two minutes of stretching exercises followed by brief, complete relaxation in the seat.

The Health Crusade and the Recording of Health Habits

Many teachers use the Health Crusade in some form. Still others use similar blanks and other materials provided by various organizations. When any

plan for recording health practices is used, the child should understand that the recording of health habits is to serve as a reminder. The results of his health program will be measured by his growth, his success on the playground, or in the classroom, or by other actual accomplishments. A perfect health score card or record chart is not an end in itself, but rather an aid in attaining an end.

Teaching Units, or Projects

In many school systems a large part of the health program will be developed through long teaching units and through correlation between health and other subjects of instruction. It is believed that the material and suggestions in this book will lead to the development of classroom activities of this type.

Coördination of Health Activities

The school health program always gains by coördination of effort and activities. When this is done, the children come to recognize that the doctor and nurse are their friends, and the correction of physical defects becomes an important classroom project. Physical education and health education are mutually strengthened by such interconnections.

WEIGHT—HEIGHT—AGE TABLE FOR GIRLS

Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
38	33	33												
39	34	34												
40	36	36	36											
41	37	37	37											
42	39	39	39											
43	41	41	41	41										
44	42	42	42	42										
45	45	45	45	45	45									
46	47	47	47	48	48									
47	49	50	50	50	50	50								
48		52	52	52	52	53	53							
49		54	54	55	55	56	56							
50		56	56	57	58	59	61	62						
51			59	60	61	61	63	65						
52			63	64	64	64	65	67						
53			66	67	67	68	68	69	71					
54				69	70	70	71	71	73					
55				72	74	74	74	75	77	78				
56					76	78	78	79	81	83				
57					80	82	82	82	84	88	92			
58						84	86	86	88	93	96	101		
59						87	90	90	92	96	100	103	104	
60						91	95	95	97	101	105	108	109	111
61							99	100	101	105	108	112	113	116
62							104	105	106	109	113	115	117	118
63								110	110	112	116	117	119	120
64								114	115	117	119	120	122	123
65								118	120	121	122	123	125	126
66									124	124	125	128	129	130
67									128	130	131	133	133	135
68									131	133	135	136	138	138
69										135	137	138	140	142
70										136	138	140	142	144
71										138	140	142	144	145

Prepared by Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

About what a G I R L should gain each month.

Age		Age	
5 yrs. to 8 yrs.	6 oz.	14 yrs to 16 yrs	8 oz.
8 " " 11 "	8 "	16 " " 18 "	4 "
11 " " 14 "	12 "		

Courtesy of the American Child Health Association

WEIGHT—HEIGHT—AGE TABLE FOR BOYS

Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
38	34	34													
39	35	35													
40	36	36													
41	38	38	38												
42	39	39	39	39											
43	41	41	41	41											
44	44	44	44	44											
45	46	46	46	46	46										
46	47	48	48	48	48										
47	49	50	50	50	50	50									
48		52	53	53	53	53									
49		55	55	55	55	55	55								
50		57	58	58	58	58	58	58							
51			61	61	61	61	61	61							
52			63	64	64	64	64	64	64						
53			66	67	67	67	67	68	68						
54				70	70	70	70	71	71	72					
55				72	72	73	73	74	74	74					
56				75	76	77	77	77	78	78	80				
57					79	80	81	81	82	83	83				
58					83	84	84	85	85	86	87				
59						87	88	89	89	90	90	90			
60						91	92	92	93	94	95	96			
61							95	96	97	99	100	103	106		
62							100	101	102	103	104	107	111	116	
63							105	106	107	108	110	113	118	123	127
64								109	111	113	115	117	121	126	130
65								114	117	118	120	122	127	131	134
66									119	122	125	128	132	136	139
67									124	128	130	134	136	139	142
68										134	134	137	141	143	147
69										137	139	143	146	149	152
70										143	144	145	148	151	155
71										148	150	151	152	154	159
72											153	155	156	158	163
73											157	160	162	164	167
74											160	164	168	170	171

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About what a B O Y should gain each month.

Age		Age	
5 yrs. to 8 yrs.	6 oz.	12 yrs. to 16 yrs.	16 oz
8 " " 12 "	8 "	16 " " 18 "	8 "

Courtesy of the American Child Health Association

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